college physical education association

65th

Proceedings
Annual Meeting
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President's Address
1961

FUTURE DIRECTIONS IN PHYSICAL EDUCATION

J. W. Kistler
Louisiana State University

In discussing the topic Future Directions in Physical Education, I have chosen first to review some of the more obvious social, political, and economic conditions that apparently will prevail during the next decade or so--conditions which should serve as the background for discussing the role of physical education during the coming years. Following this review, I shall comment regarding certain factors which I think should have our attention as physical educators if we are to succeed in having physical education play the important role it has for preparing people for living in this most challenging and exciting period of our lives.

The first condition which very obviously will exist in the years ahead is that we shall be living in a period of technological progress--a period of automation, of atomic power, and of space travel.

These words themselves awe most of us. Certainly they stir the imagination. Words such as rockets, intercontinental missiles, manned space stations, nuclear powered submarines, etc., which have (or soon will) become reality, give us reason to wonder how we, as physical educators, can count in such a world.

Second, it seems rather evident that the condition of political, economic, and scientific competition among nations of the world will continue to be a major fact with which we must reckon.

The struggle between the two major ideologies--democracy and communism--as ways of life politically, economically, and socially is of vital importance to us as physical educators now. This struggle will, no doubt, become more acute in the years ahead if we are right in judging the future by what is transpiring at the present.

Another fact that is rather evident about the present and the future which is of great significance to us is that we shall continually be faced with the problems that are inherent in the sedentary nature of the life we live. I am confident that I do not need to elaborate upon this statement for you. Nor do I need to take time to discuss in detail certain closely associated practices and conditions that have implications for us as physical educators, such as the prevalence and increase of degenerative diseases, mental and nervous breakdowns, the mounting toll of accidents, alcoholism, drug and pillbox addiction, ignorance and superstition in health matters, and the growing tendency toward obesity among our population.

A fourth probability with which we must contend, unjustified as it may be, is that the criticism of our educational system will probably continue.

Physical education, along with other learning activities, not primarily academic in nature, will no doubt continue to be under fire. Many of us are not overly apprehensive about such criticism. In fact, we believe that it is a healthy thing for all aspects of education to be continually examined. We should welcome being placed on the spot, as should all aspects of education. If we are not able to justify our place in the curriculum with the public, then possibly we should be deleted. The same can be said for all of the subjects in the curriculum. We must realize that we have been attacked in an organized way, however, and do what we can to meet the criticism.

Another fact with which we must reckon is that we are to have a tidal wave of young people in our schools.

We know that the enrollment in our elementary schools rose to 20 million in the forties, exceeded 30 million during the fifties, and will reach 34 million before 1961 passes, we are told. By 1969 our high schools will have fifty to seventy percent more pupils than they can now accommodate. Colleges and universities will be faced with double and even triple the number of people now enrolled by 1975. The implications of these statistics are tremendous for all who are in education and particularly so for those of us who are physical educators.

A sixth fact of great significance to all of us is that we shall be living in a period of social crises, certainly during the years immediately ahead if not for a prolonged period of time.

The "big organization" influence will continue to be one of our major social problems. The absence of the personal touch in our homes, neighborhoods, churches, and even in our schools will continue to be a problem. The loss of what one of our eminent sociologists calls the "social cement" will continue to be felt in our society. Divorce and delinquency will in all probability continue to present major social problems. All of these factors will no doubt be accentuated during the next few years, bringing (as some of our sociologists are pointing out) a lack of what might be called "definitions of behavior" for teen-agers and even adults.

And finally, most serious of all, many of our most discerning people seem to think that we are losing our appreciation of the aesthetic, the spiritual, and the noble in life as we are living it today.

Now, regarding the question, "What should be the direction of physical educators in the years ahead?", it seems to me that the answer is really a very simple one--namely, that we should just continue to do our best to help people achieve the goals that we have been using as our guides for years. Man has not changed fundamentally because the space age is here. He still needs to develop optimum fitness individually, involving as the concept implies, freedom from devitalizing strains and drains; strength, endurance, and body control commensurate with his capacity and needs for such; skills and knowledge in a variety of recreational sports; and the habit of participating regularly. He needs, finally, the understanding and appreciation of standards of conduct, particularly as related to participation in sports, that will help him to become what we call a good sportsman.

As I said I would, I shall make a few observations about four factors regarding which I feel we should be concerned as we consider

future directions for physical educators in preparing people for living in the wonderful or the frightening years ahead, depending upon your individual viewpoint about the future.

Reflection about the future makes very evident the fact that a high degree of positive, constructive, and efficient dynamic leadership will be absolutely essential if physical education is to make its proper contribution to preparing men and women for the years ahead.

I should like to suggest that one of our major problems will be to harmonize two viewpoints about the function of leadership. The first is that it is the job of leadership to get its ideas accepted and put into effect (maybe even to impose its will), and the second is that the primary function of leadership is to help people to discover and identify what ideas they have and want implemented--to formulate their own code of values and of action, so to speak. I believe that leadership must perform both of these functions in a positive, constructive, and dynamic way to assure the effectiveness of physical education in the future. I believe this because I have confidence in our people and I think that, if given the opportunity, they can and will discover and identify the ideas they want to see put into effect; that they can and will formulate their own code of values; and that such a code has greater possibility for successful implementation than one that is imposed, because it is theirs. I also believe, however, that leadership should be qualified to direct us and has the responsibility and duty to do so at times. Time is of the essence so often, and immediate decisions are imperative and necessary in many instances. We must have leadership that has ideas, is creative, and ready to step out and show the way when we are floundering and seemingly not able to make up our minds as to what set of values we want to follow.

This concept of leadership implies the ability and the disposition to speak up--to contribute also in matters not particularly pertaining to physical education; in other words, to make its presence and influence felt in the entire realm of educational leadership by saying what it thinks. I am reminded here of the statement, however, that every man should have the right to say what he thinks, provided he thinks.

Finally, as related to the matter of leadership, I would like to point out, without elaborating, four areas where I think we should continue to offer positive, constructive, efficient and dynamic leadership as physical educators.

The first of these is in the matter of leadership regarding athletics and sports at all levels. In this phase of our program it seems to me that we have allowed others to take the leadership. We simply cannot afford to allow the leadership in this important phase of physical education to be taken over by others for two reasons: (1) we, as physical educators, need to be intimately associated in the minds of the public with sports and athletics, and (2) sports and athletics need our leadership. We need to redouble our efforts to establish and maintain a position of leadership in relation to competitive sports rather than turn our backs on the activity.

Second. We shall be making a mistake if we do not offer positive, constructive efforts and dynamic leadership in relation to adult fitness programs in our communities and in the nation. It is true that we have

a tremendous job to do in school physical education but again we can't afford not to be associated closely with this community program in the minds of the public. And, more important, the program needs our professional leadership. Obviously, if we are to lead in this matter, it is going to take a great amount of "extra" work, of service over and beyond the call of duty.

Third. I suggest that we shall need to assert more leadership in the years ahead in the matter of sports-recreation for school-age people. This is closely related to my point about maintaining leadership in relation to competitive sports and athletics. I am thinking, however, of the broader program of sports-recreation--of the tremendous potential that exists in the voluntary, free-time, unorganized participation in sports. Those who want this type of activity are the neglected people in many schools even though in reality they far outnumber those who participate in the organized, competitive sports programs. If we do not come alive and do something about this problem, in my opinion we shall wake up some day to the fact that others have taken over and we, as physical educators, will be out of the arena --on the sidelines.

Finally, there is a great need for leadership in bringing about coordination of efforts in the matter of athletics, physical fitness programs, school recreation, etc. I submit that we as physical educators must provide dynamic leadership in helping to bring this coordination about.

Arthur Steinhaus has so well put the matter in the following way:

> All agencies, all interests, all individuals must work for the common good. There must be no struggle for the survival of physical education, of recreation, of medicine, of coaching, of youth commissions, or of our special interest clubs. There must be instead a combined struggle for the survival of our people.

What a wonderful opportunity physical educators have in providing leadership to help bring about a coordination of efforts to this end. The question I raise is: "Will we muff it?" I think not if we but realize the responsibility we have for providing the kind of leadership of which we are capable.

Another fact that appears very evident in a prospectus of the future is that we shall need to use our imagination and our creative power as never before if we are to be effective in meeting the challenges inherent in the complex problems with which we shall be faced during the next decade or so.

These problems are serious ones, and we shall have to be creative if we are to survive. Someone has said, "Imagination accounts for the survival of the fittest." This will be true in educational matters as well as in politics, industry, social life and national defense. Alex Osburn, in writing about this point, has said:

> Civilization is a race between education and catastrophe. America's future may involve a similar race between education and our ability to keep ahead creatively. The challenge confronts us as educators, to develop ingenuity, initiative, and resourcefulness . . .

> This challenge becomes the more important when we are brought to the stern realization that the economic supremacy of our country may soon rest upon the creative ability of our citizens rather than upon the rich natural resources we once possessed.

Unfortunately, there is some evidence that we are not using our imagination and creative power as we might. Again, I should like to quote Alex Osborn who has stated the matter so well in answer to the question "Does America's Creative Power Face a Decline?".

> What about the Creative Power of our People as a whole? The future looks far from promising. We have been losing that spirit of effort which led us to make the most of our creative talent. The influences which built that effort are on the wane: to take their place, few if any new influences are in sight . . . . We cannot count on inherited momentum. Unless we can find ways to activate creative effort, America may soon lose her leadership in ingenuity.

A couple of years ago we made a rather thorough study of programs and/or practices related to teacher education in health, physical education, and recreation in effect throughout the United States that might reasonably be classified as unique, experimental, and/or recently designed or created. It was rather appalling to note how little was reported that could be so classified.

Maybe what we need is a greater sense of necessity in order that we shall use our imagination and creative power more than we do. James Naismith came up with the game of basketball which really was something new, when he was forced to think about a solution to his problem. Every year one or two football coaches come up with a "new" idea. More recent illustrations of such occurred when Red Blaik at West Point designed the Lonesome George formation two or three years ago; and Paul Dietzel at L.S.U. built up his Chinese Bandits idea from just an idea into something real in 1958. Among other things, football coaches, of necessity, have to be creative.

Important as the sense of necessity is in stimulating the use of the imagination and our creative power, just as important is the satisfaction derived from what has been termed the "creative way of life"--the urge to build, to serve, to perfect, to make better, to contribute. It was probably this urge, this stimulus rather than "Mother Necessity" that produced the "ideas" that men like Sargent, Hetherington, Wood, Williams, Nash, McCloy, Brace, Mitchell, Staley, and others have given us over a period of years.

It is not given to many of us to make such creative contributions as these people have made even though we are told that imagination and creative power is not so much a matter of natural ability as it is a matter of steady purposeful application to the job. Nevertheless, there is much that each of us can do on our jobs to improve our programs, our methods, our evaluative processes, and our administration if we will tackle the day-by-day problems.

Many helpful and suggested ideas regarding the achievement of creativity in our work are suggested in the titles of the chapters in the book Your Creative Power by Alex Osborn. In closing this section I

should like you to use your imagination as you listen to the following topics which are discussed in this very interesting book:

Creative Power Needs No Ivory Tower
Creative Imagination is Manifold and Inter-Acting
Even Exercise Can Be Fun--Especially in Creative Thinking
Break Down the Problem--Fill in the Facts
Let's Send Forth our Imagination in Search of Alternatives
"To What Other Uses Could This Be Put?"
What Can We Borrow and Adapt to Our Need?
Let's Look for a New Twist--Let's Modify
What if We Add, or Multiply, or Magnify?
Let's Seek "That" Instead of "This"--Let's Substitute
Let's Change the Pattern--Let's Re-arrange
There's Lots of Good Hunting in Vice-Versa
Your Creative Key May Be a Combination
Ideas Will Fly in Our Windows--If We've Opened Them
Lady Luck Smiles Upon Those Who Are "A-Hunting"
Most Ideas Are Step-by-Step Children of Other Ideas

A third factor which I think is indicated as increasingly important to us as we preview the future is that of research.

We shall need constantly to enlarge our knowledge for living in the Space Age. Surely it is not necessary for me to make a case for research at this time. It would seem that all that needs to be said in this regard is that along with commerce, agriculture, engineering, medicine, physics and chemistry, education (and physical education) in particular, must keep delving into the unknown. Research is the order of the day--we must know more and more about our business, would be one way to say it.

I would like to make a few observations about this matter of research in physical education, however. First, I wish to point out the necessity of our using the research approach in our professional classes in physical education. If we are to turn out thinking students, and it certainly will take such students to solve successfully the problems of the years ahead, we must give them the opportunity to search for the truth, to investigate, to explore (i.e., to do research). This approach is particularly needed in our undergraduate courses. We probably are doing a very good job of stimulating our graduate students to do research, but we make too much of a distinction between our graduate and our undergraduate courses in this regard. The undergraduate students are just as interested in research and relatively just as capable of making the research approach to our professional problems as are the graduate students. I am confident that our courses would be more interesting to these young students if we gave them the opportunity for more investigation on their own.

Second, I would like to stress the importance of an integrated cooperative approach in our research efforts. The foundation of physical education, based as it is upon the facts of biology, psychology, and sociology, probably encompasses a broader field of knowledge than any other one single discipline.

It must be obvious that, if we are to keep our scientific bases up to date, we must work with those who do research in all three of the major areas upon which our cornerstones are laid. This does not mean we should depend entirely upon the research workers in other fields to do our research for us, but rather that we should elicit their aid in our program of research. In this way we shall have the benefit of the specialists in many fields in pushing back the horizons of learning. It has been most gratifying to those of us who are using the cooperative, integrated approach in research to find the workers in many fields eager and ready to work with us in doing both basic and applied research.

I would like to mention two particular types of research that I think should have our attention immediately. They are: (1) research designed to produce facts related to the outcomes resulting from participation in physical education; and (2) research having to do with attitudes, human relations, and related problems.

We are constantly being challenged to produce the facts to show that we are achieving the results through physical education that we claim are inherent in the program. While I do not think that we are as barren of proof as some of our critics imply, I do agree that we in physical education should make a more vigorous and organized attempt to measure accurately the results of the learning experiences we provide in our classes. Difficult as it is to secure all of the types of data needed to do this, we should nevertheless be at the problem in a more determined way than we are at present.

Regarding the second particular type of research which I have said I thought should be stressed immediately, I will summarize by saying that when one views the future through long-range glasses, one must be convinced that what is most needed is not more knowledge about the biological and natural sciences, but rather more understanding of the social sciences. We don't need to know more about technology, missiles, space ships, etc., nearly as much as we need to know how to live with each other in peace.

As Donald Lawrence has so aptly put it:

> The newest and the most pressing problems of our nation are not so much the improvement of thing-problems as the solution of people-problems. Overshadowing all such is our international impasse. We are applying plenty of research to this but in the ineffective form of merely finding facts and making diagnosis. To arrive at new and good ideas which might solve the world's people-problems--there is no conscious creative effort at all being made comparable to what industrialists are doing to better the things they make.

I, for one, believe that physical education, particularly the sports phase of our program, has as great a potential for bringing about a better way of life in this world, so far as human relations are concerned, as any other single type of activity in our culture. If this potential is to be achieved, however, we have much to do by way of research that will give us more knowledge about attitudes--their nature, how they are formed, how changed, how they effect conduct,

etc. Obviously, this is an area of research where we can certainly use the specialized knowledge of the psychologist and the sociologist in a cooperative, integrated approach to the problems involved.

In concluding my remarks about the need for research as related to the future, I wish to point out that better utilization of what we now know will do much to improve the contributions of the physical educator toward preparing for the space age. "We know better than we do," is a summary, I suppose, of one of the greatest tragedies of life. I believe that all of us are conscious from time to time of the need to put into action what we know about planning and teaching our physical education classes. It might be well for more of us to accept in truth the idea that knowledge is of little worth until we put it into action.

A fourth and final conclusion which it seems to me is very evident, based upon an analysis of conditions as they exist today, is that in looking to the future we must rededicate ourselves to the values and outcomes in which we place our faith and toward which we give our efforts.

This dedication and faith, of course, relate to the democratic ideal as a way of life in general and to our public schools and physical education in particular. All are threatened; let us not delude ourselves about this fact.

Surely we should not falter for one moment in expressing a steadfast faith and belief in the democratic ideal, standing as it does for freedom with all of its implications and responsibilities, respect for individual life, and the dignity of man. And the same should be said for our American system of public schools, even allowing for all of the weaknesses and shortcomings which such a system inherently possesses. Certainly none of us would trade this system for one like the Russian or any other national system. We should examine it constantly, criticize it frankly--yes, and improve it, by all means, but always within the framework of the democratic concept as a way of life.

Now, what about our faith and dedication to the values of physical education? There is every reason why we should be proud of the goals we use as guides. They are dedicated to helping people learn how to live abundant, happy, healthy lives. What could be more worthy of our faith and devotion?

I do want to say, however, that I think that, if we as physical educators are to make our efforts effective in preparing people for the years to come, we must re-examine our goals, establish and give priority to certain of the values and outcomes regarding which we have unique contributions to make.

We must continue to put first things first in physical education and if we are really to play our role as physical educators in preparing people for living in the years ahead, characterized as they will be by an even greater degree than ever before of sedentary living and the need for more emphasis upon participation in big muscle sport activities, we must give major attention to the physical fitness and the skills objectives. It is through the development of capacities and abilities along these lines that vigorous participation is obtained. Such participation is our goal.

I hope no one here will get the impression that I do not appreciate the importance of the social, moral, and ethical values that can and

should be stressed by physical educators, simply because I have tried to make the point that I think we should be glad of the fact that we have a unique contribution to make to young people in helping them develop their potentialities, physically speaking. Quite to the contrary, I think that to completely fulfill our role in the future we must, as physical educators, do everything we can through our activity experiences to help people to gain a better understanding and appreciation of moral and spiritual values. These values are just as important, possibly more important, than the so-called physical ones. Fortunately, they can be achieved through other types of experiences in the school possibly just as readily as through physical education. The physical outcomes, however, if they are to be promoted, will be so primarily through the work that we do as physical educators.

I should like to point out that one of our greatest possibilities for helping in education regarding moral and spiritual values lies in the area of sportsmanship education. This kind of education, if it reaches its potential, can truly be said to have moral and spiritual values. We have objective evidence that there is need for this type of education.

The final point which I wish to discuss has to do with the need, the necessity for rededication to the concept of excellence. I have chosen to discuss this matter by using some of the major points stated in the report of the Special Studies Project of the Rockefeller Brothers Fund which carries the title, The Pursuit of Excellence. The report expresses some viewpoints that I think have real significance to us.

In the first place, the report corrects a fallacy which exists in the minds of some people; namely, that if we are to achieve excellence in education we must select those who are the really gifted and give our major attention to them. The report does stress the importance of identifying the gifted and of making ample provisions for them. It recognizes that in many phases of education the gifted group has been neglected and because we have given the major portion of our time and energy to the majority we have built up a school system where mediocre standards have prevailed. This has not been true in physical education, however, for we have provided through our interscholastic and intercollegiate programs for the gifted--in fact, one of the major criticisms that we have had is that we have given too much attention to this group.

In addition, the report points out that in thinking about excellence we must not make the mistake of adopting a narrow or constricting view of the application of the quality. We must realize that our society calls for the maximum development of individual potentialities at all levels. This view points out the fallacy of the notion that we have to choose between quality and quantity when we set excellence as our goal in education. In other words, we must accept the challenge of striving for excellence in relation to potential with all of our students--those in our regular classes as well as those on the varsity teams.

It is very helpful to us as physical educators to know that others recognize the fact that the conception of excellence embraces many kinds of achievement. Abstract intellectual superiority is only one type of achievement, important as it is. Excellence in human relations may prove to be even more important to successful living in the long run.

Physical education thus may be as important a laboratory for learning experiences as is the so-called academic classroom.

The report points out the truth that we must encourage all kinds of individuals who have all kinds of interests and abilities. In this way we can distribute very widely the rewards of self-esteem and self-respect. Only in this manner can we dedicate ourselves to the cultivation of distinction and a sense of quality. We can demand the best of all of our youngsters--not only of our most gifted, most talented, most spirited ones but also of those not so highly endowed. We can insist, as we must, that democracy is not to be conceived of as an invitation to share a common mediocrity but a system that allows each to express and live up to the special excellence that is in him.

We are told in the Rockefeller report that we must not assume that native capacity is the sole ingredient in superior performance, but rather that we should realize that excellence is a product of ability, motivation, and character. The statement is made that "the more one observes high performance in the dust and heat of daily life, the more one is likely to be impressed with the contribution made by the latter two ingredients; namely, motivation and character." It is most gratifying to physical educators to have this viewpoint, which we have held for many years, supported by our colleagues in education. We have for decades tried to impress upon youngsters, particularly those on our athletic teams, that determination and persistent courageous effort will pay dividends and will often result in performance that can rightly be classed as excellent. Some of us who have been in this work for years have had the satisfaction of seeing young people learn the truth of this idea and in some cases actually make a transfer of what they learned in physical education to other life activities. Surely this should give us heart for the future.

Another major point in the report is the statement that we must recognize that judgments of differences in talent are not judgments of differences in human worth. Stress upon this point is particularly important at this time when under the pressure of gearing our schools to the "excellence" concept there is danger that we shall forget the truth of the statement--or what is more likely, fail to make it clear to those students whose achievements do not measure up, that our judgments of their records have nothing to do with our feelings about them as people.

To close on a note particularly pertaining to physical education, I would like to say that I think our greatest need for excellence in physical education is to be found in our teaching. While it is true that we need better facilities and equipment, that the scheduling of physical education is poorly done, classes are too large, and so on, when we get right down to tacks, if we are honest about the matter, we have to face up to the fact that in far too many instances our teaching is far from excellent. There are many factors which have a bearing upon this problem. I have time to mention only a few of them. First, I think we need to do a better job in our teacher education institutions. We need to step up our recruiting activities, our guidance, our counseling programs. We need to improve our methods and practice teaching courses in particular. I have been distressed at times to find people in our field who decry giving graduate credit for methods courses in physical

education. I will admit that some methods courses are not taught in such a way as to be worthy of graduate credit. The same could be said of courses in philosophy, curriculum, principles, etc., for that matter. Surely there is no limit to the amount of research and reflective thinking that can be associated with a methods course. It is a matter of how the course is organized and conducted. We need to gear our master's degree program much more so than is the present practice, to producing master teachers. Ninety-five percent of those who obtain the Master's degree are teaching, or will teach, at the secondary school level. They need some understanding of research, certainly, but the degree for the great majority of them should not be a research degree. Methods courses surely have their place in the kind of a program that I am talking about.

Second, I think that too many men who are employed to teach physical education classes per se are not interested in these classes. They are coaches, and their thinking, planning, and energies in general go into their coaching rather than into the teaching of the physical education classes. Third, I believe that our present system of promotions, salary raises, etc., are too much based upon years of service rendered rather than merit. Fourth, I think that young teachers are not given the guidance and supervision that they need. Fifth, if we are to achieve excellence in our teaching, we shall have to have more dedication to the job. There are many factors that undoubtedly have a bearing upon this lack of devotion, but after all is said and done, people really have to love teaching to do those things necessary to make of themselves better teachers.

In conclusion, if we are to have excellence in physical education we shall have to see and feel more of what I have chosen to call "the wonderful" in physical education. This quality is there in abundance if we but have the capacity to see and feel it: the wonderful as seen and experienced in movement in dance and in sports; the wonderful as seen in acts of courage, daring, and all-out effort in our athletic contests (goal line stands, desperate try for passes, lunges for the finish line, final tries in the pole vault); the wonderful as observed in acts of sportsmanship and fine human relations in our activities; the wonderful in watching young people learn that they can do things with their bodies. Surely there is nothing to be compared with the wonderful feeling of being a part of the growing process with youth. The problem that you and I have in this matter is to see and feel the wonderful in the day-by-day routine, the humdrum of the day-by-day doing of our work. This is the challenge we face as physical educators, and as people generally, constantly, and eternally.

Each person has to solve this problem for himself in his own way. There is something to be said for the group approach to this problem, however, or else why do we have churches and other organizations which have as their primary purpose things spiritual? Or, why do we have conferences such as this one? The answer is that we may have a sense of comradeship, of unity, and of sharing in meeting the problem.

Let us hope that each of us may see more clearly as a result of this conference what we need to do as physical educators to help young people prepare for the years ahead and to be more determined than ever that the concept of excellence will guide and inspire us in putting into action the ideas we have about physical education for the wonderful days we hope we have ahead of us.

CHANGES ANTICIPATED IN UNDERGRADUATE PREPARATION IN THE SIXTIES

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Introduction

Most of my remarks will pertain to what has occurred at San Diego State College over approximately the past ten years. This will cover almost my entire tenure at this institution, which started in the fall of 1948. We were a small institution of 4,000-5,000 students in 1948-50. Each staff member was required to perform a myriad of duties; namely, coaching one or more sports, teaching all levels of physical education (service, professional, graduate), and in some cases, health education. This is an old familiar story to many of you. The war veteran dominated the scene. Indoor and outdoor facilities were limited. Except for locker room and shower facilities, an acceptable program both for the general student and professional was possible. The downtown YMCA was used for swimming instruction.

Part I - The Past

Curricular Changes. The coaching courses were still in vogue; however, they were mostly of the classroom variety. This changed and they became elective courses. Course requirements in gymnastics and calisthenics, combatives, dance, and swimming were next in order. A greater number of coeducational courses were instigated at all levels, professional and service. An internship experience in gymnastics and adapted-corrective physical education was started. This proved to be highly successful and acceptable to both faculty and students.

The increased pressure for teachers created a greater need for persons with a general secondary credential, which is a five-year program. This permits a teacher to teach in any subject matter field at the secondary level. The demand for teachers with this credential automatically forced most students into the five-year program if they wanted the choice jobs.

Personnel Changes. Students became less skilled as the veteran left, but their interest in physical education increased and they had less desire only to coach a sport. They grasped a better understanding of the aims and objectives of physical education and had a firm desire for instruction.

The college physical education faculty continued to grow and always with a greater scholastic background, usually with a doctorate. This growth was followed by an acceptance by the other college faculty members and by the increase in rank of several members to full

professorship. General college committee assignments followed, and the "status" of physical education improved.

Negative Observations. An increasing number of junior college transfer students descended upon us. Many of them were poorly advised, and some were ill-prepared scholastically. Their lack of preparatory courses created many scheduling, curricular, and advisory problems. A liaison committee, composed of two- and four-year college personnel, was formed to coordinate the curriculums. This was accomplished; some improvement has been observed; but greater coordination is yet desired.

Competency in a wide variety of skills and sports was found lacking in many students. A skills test was introduced. This aided the faculty adviser in requiring specific courses prior to enrollment in upper division (3, 4 year) professional activity methods courses. Here again this leaves something to be desired.

A definite lack of breadth in the Humanities has also been recognized.

Part II - The Future

Philosophy. Physical education is caught in a dichotomy. The physical educator must possess (a) sport and physical skills, and (b) scholastic ability. We cannot escape this bifurcation. It is not a dichotomy of opposites but must be a compatible division. In fact, we must possess many competencies--skill, scholarship, leadership, and understanding. We must be extremely versatile. We must be allied to the humanities, science, and the arts, and yet we must remain educators. None of this is new to any of you. But we continue through the years to strive for a method of achieving this utopia.

We must not necessarily develop a new philosophy, but rather a new emphasis or method of introducing this philosophy. In our introduction and continuation of teaching skills of a beginning, intermediate, and superior level, we must place new emphasis on their values, i.e., physical activity or movement for recreating the organism; movement for improving the various body systems of circulation, skeletal, nervous, connective tissue, respiration, and the like; movement for stalling the aging process; movement for fun; movement for normal physical, emotional, and social growth in children; and movement for social, emotional, psychological, and physical adjustment in the handicapped. We might go on. There are others.

We must develop more purpose to the physical activities we use as tools and not lean on scores and competition for our outcomes. These ideas must be placed in everyday language that the child, the teachers, the PTA, the administrators, and the public can understand and accept. We must become an entity similar to other subjects in the curriculum. We must develop a body of knowledge. Here is also where we start our preparation of physical education teachers.

Curriculum in Teacher Education. Any curriculum must be based upon a philosophy. Six main areas of education are to be stressed in

our future curriculum at San Diego State; (1) humanities, arts, and general education, (2) sciences, (3) physical skills, (4) professional preparation, (5) internship, and (6) teacher education. All six areas will not be included in the B.A. degree or liberal arts degrees. The teacher education degree will be a five-year curriculum. The main areas of expected change are: (1) humanities and general education, (2) professional preparation, (3) physical skills, and (4) internship.

Humanities. The decided lack of ability on the general culture test administered in teacher education and other observations has led us to require more courses in this area, including some in composition at an advanced level. The lack of breadth in physical education teachers has also been recognized by school administrators in California.

Skills. Physical skills will be "sharpened up" by lower division (1, 2 years) professional activities covering a wide variety of activities particularly of an individual and dualistic nature. These courses plus skill competency will be prerequisites to upper division (3, 4 years) methods courses. They will be dovetailed with a skills test in an orientation course and a comprehensive skills test to be administered during the fourth year. Minimum competencies will be required of all students.

Internship. The internship will become a requirement to include a variety of areas of teaching exposure and experience in addition to those already in existence. The starting grade for this experience has not been precisely determined. It will undoubtedly start by the third year and perhaps prior to this time. Student teaching may be permitted only after a successful internship.

Professional Preparation. Professional preparation will exclude coaching courses, but will emphasize individual and dual activities and include common teaching methods, thus eliminating much duplication. This additional gain in curricular space will permit time for greater breadth and perhaps some specialization on an elective basis.

Sciences. The sciences now include biology, human anatomy, human physiology, kinesiology, and physiology of exercise. Chemistry will very likely be added to this group of required subjects. Any change might include greater emphasis upon the science of human activity or movement and its relationship to the "total health" of the human organism. Faculty members in physical education must be trained to this concept as well as have a scientific background.

Teacher Education. Only minor changes are expected in this area. At present 22 units are required, with six being in student teaching. This same number of units will probably remain constant. Additional graduate level professional theory courses in physical education will be added to the fifth year. They will include evaluations and curriculum. Other courses of a graduate nature will be required as elective units. Some specialization will be possible. Seminar courses will be added, permitting scholarly study and a wide variety of research. A

special study course at the undergraduate and graduate level is now available to the superior or interested student to carry on special projects under individual faculty tutelage. This policy or a similar one will continue.

Other Proposed Changes. Student ratings on skills, leadership, teaching ability, scholarship, attitudes and appreciations, and other items will be performed annually. Counseling will be stressed.

Public relations will be emphasized, including "preventive medicine" in the form of adult fitness programs. It is the parent and the adult that dictates school policy. This is a good source for developing new philosophies and getting curricular and other changes accomplished.

Recruitment for physical education, and not primarily athletics, is a new undertaking. Accreditation and self-evaluation are also contemplated.

More careful selection of M.A. and doctorate candidates who possess the skills, attitudes, and leadership desired and not just the academic proficiency must be developed. We can never lose sight of physical activity as being the basis of physical education. Our strong desire to develop scholars, particularly at the doctorate level, has made us lose sight of the other qualities which may be more important in our field. We need more "doers" in physical education and less "talkers" or plain theorists. If there is any one criticism of physical educators in institutions of higher learning, it is their lack of action. We must lead, not just tell others what to do. Are we too scholarly to participate in physical activity? Persons with the doctorate must be "floor men" also, and not "sitters." Here a dichotomy is apparent.

Research into the reasons for movement and physical activity, the physiological adjustments, the emotional, social, and psychological adjustments, the kinesiological patterns, and the prevention of degenerative disease at all ages must be vigorously pursued by coordinated teams of researchers. Time will not permit us to be wasteful on research endeavors. We must have united direction. A changed philosophy may be the result of these research efforts. Research time and money will become more abundant within the next few years in most California colleges.

Summary. In summary, let us say that the preparation of physical education teachers has changed from that of many coaching and methods courses specifically designed for men and boys to that of requiring not coaching courses but rather the lumping of several methods courses; greater emphasis on a variety of skills as prerequisites to methods courses; better backgrounds in the liberal arts and humanities and better preteaching or internship experience; and an adequate science preparation.

A new emphasis in the physical education philosophy which may become further defined as a concerted research effort is undertaken. Institution and association accreditation along with improved selection and recruitment of undergraduate and graduate candidates, student rating and follow-up counseling, and improved public relations, all are to aid in bringing us the utopia which we must strive for in physical education.

CHANGES ANTICIPATED IN GRADUATE PROGRAMS DURING THE SIXTIES

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To attempt to predict the happenings of the future is under any circumstances an exceedingly hazardous undertaking. If the predictions are to be published and, thus, are to become a part of the public record for all posterity to see, the role of a soothsayer is a particularly unenviable role--especially if the soothsayer is reasonably young and is likely to be around when the erroneous predictions later rise up to haunt him. To escape this danger, the discussion that follows relates not only to changes that might reasonably be expected to occur, but also to changes that, perhaps, should take place. Purposely, no clear distinction is made between what might happen and what should happen. This procedure makes possible the rationalization that the profession has been shortsighted, should the changes fail to materialize.

All institutions tend to resist change. The word "institution" denotes "that which is established" and, thus, is not readily subject to change. Educational institutions in particular are adept at maintaining the status quo. Marked and rapid changes in educational programs usually come about as a result of pressures from outside the educational institutions rather than from internal ferment. The recent changes in the educational programs of schools and colleges that have occured as the result of trips through outer space by such assorted mammals as dogs, monkeys, and men are among the most current illustrations of internal adjustments to external pressures on educational institutions. A second illustration that is directly related to physical education may be found by tracing the development of the current movement to stress physical fitness in the physical education programs in schools and colleges. Thus, the task at hand is that of attempting to identify the external pressures that during the Sixties are likely to be exerted on graduate programs in physical education and to attempt to predict the nature of the changes that will result from these pressures. Unless such pressures exist, marked changes are not likely to occur. In attempting to evaluate the following discussion of possible pressures and changes that during the next decade will affect the graduate program in physical education, one should bear in mind that the discussion is based on the view of the physical education world as seen from 207 Field House, State University of Iowa. No claim is made that the pressures and changes mentioned are of equal import in all localities throughout the country.

Barring a large-scale war, the pressure that will most likely bring about marked changes in graduate programs during the next ten years is the pressure that will result from the increased demand for well-trained college teachers. Expanding enrollments in colleges and universities throughout the country will, in the near future, almost inevitably result in an acute shortage of well-prepared college teachers. The acuteness of the shortage will vary from field to field, but physical education will be among the fields in which such teachers will

be in short supply.

One of the proposed plans for alleviating this shortage of college teachers involves the development of a program for the Master's degree that is specifically designed to prepare college teachers. Such a program is now in operation on an experimental basis at the State University of Iowa--and, undoubtedly, at other institutions as well--and is receiving financial support from the Fund for the Advancement of Education. In general, outstanding students in the College of Liberal Arts are selected for the program during their junior year and receive a rather substantial stipend for following a prescribed course that leads to the M.A. degree.

In an attempt to determine the type of graduate training that college administrators would prefer to find among candidates for teaching positions in their institutions, Stow Persons, Acting Dean of the Graduate College at the State University of Iowa, early this year sent questionnaires to the presidents of the 24 liberal arts colleges in Iowa, and to some 300 deans and department heads in about 100 institutions, principally in the Midwest. The material that immediately follows is taken from his mimeographed report to the graduate faculty.

All but one of the college presidents reported that they were subjected to pressures to maintain or to increase the number of doctorates held by their faculties. To the question, "Do you feel that a briefer program than the doctorate could provide suitable preparation for college teaching?" the college presidents answered, "No," in a ratio of about two to one. When asked whether they would be willing to employ a person with a superior master's degree, they responded in the negative in about the same ratio as to the first question. It is interesting to note that several of the college presidents excepted such fields as physical education, home economics, art, music, and business. The deans and department heads were also doubtful or disapproving of a superior master's degree as preparation for college teaching in about the same ratio as college presidents. The most common means utilized in alleviating the shortage of college teachers (where such shortages existed) was to employ doctoral candidates who have passed the comprehensive examinations.

Dean Persons next determined for a sample of 136 graduates at the State University of Iowa the amount of time that elapsed between initial registration as a graduate student and the taking of the Ph.D. degree. The median time ranged from four years and three months in both psychology and sociology, to ten years and two months in art. In physical education, the median time required was seven years and three months. Perhaps the point should be made here that the length of time taken to earn the doctorate is influenced by factors other than the actual time required for the candidate to complete the course of study. Among these factors, adequate funds to hold life and limb together throughout the ordeal must rank high.

Because colleges and universities would prefer to employ teachers with the doctorate rather than teachers with lesser qualifications, Dean Persons suggests that perhaps the most fruitful approach to the problem of providing a sufficient number of persons with the doctorate to cope with the imminent college teacher shortage is to reduce the time actually required to obtain that degree. At most institutions, a minimum

of 90 semester hours of graduate work is required for the doctorate. Theoretically, it is possible to obtain the degree in two and one-half calendar years. In practice, however, the degree is almost never obtained in this short period of time. Several rational arguments against allowing a student to complete the doctoral requirements in physical education during so short a period of time may be advanced. However, the fact remains that if means consistent with high academic standards could be found that would reduce the time required for students to take the degree, the supply of well-trained college teachers might be increased in time to cope with increased enrollments.

Dean Persons suggests two general approaches to reducing the time required for completion of the doctoral program: first, to increase through fellowships and scholarships the opportunities for talented students to pursue graduate work on a full-time basis and, second, to limit the degree requirements to a minimum that is consistent with high academic standards. Because it would be highly undesirable to increase the number of college teachers of physical education who are less than adequately prepared, it is logical to assume that changes in both of the categories mentioned by Dean Persons will be--or should be--reflected in graduate programs in physical education during the next ten years.

The practice of utilizing graduate assistants as instructors in service classes and in undergraduate professional classes is common to most colleges and universities that grant graduate degrees in physical education. Both the student and the institution "profit" from this arrangement: the student, by earning a minimum subsistence wage that enables him to continue his graduate studies, and the institution, by securing at a reduced cost the services of a teacher. On the other hand, the procedure appreciably lengthens the time required for the student to complete his study program for the doctorate. Thought might be given to increasing the full-time fellowships that require no services of the graduate students; and to reducing the number of hours of service required of graduate research and teaching assistants.

In considering possible means by which the study program leading to the doctorate in physical education might be reduced, those features of the study program which most often delay the student should come under close scrutiny. These features include the thesis for the master's degree, the foreign language requirement, the comprehensive examination, and the doctoral dissertation. Seldom are successful candidates for the doctorate delayed by course requirements, but many must "mark time" until one or more of the above requirements are met. It is likely that graduate departments in physical education will be considering the following questions during the next decade. For the truly superior student, is the writing of a master's thesis the most fruitful experience that can be provided the graduate student in preparation for the writing of a doctoral dissertation? Might not some less time-consuming and equally valuable alternative be provided? Does the language requirement as it now exists for the doctoral degree serve a truly useful function in a practical sense? Could not the time spent in gaining a "smattering" of a foreign language, that in most instances unfortunately atrophies to the vanishing point shortly after the student is certified, be utilized to better advantage in other scholarly

pursuits? Could not a practical working knowledge of a language be required at the undergraduate level--or in the public schools? Could not the scope of the comprehensive examination be limited largely to the specific areas in which the doctoral candidate is specializing rather than embracing all of the "related" areas, a mastery of which is beyond the capacity of most mortal men? Could not the scope of most doctoral dissertations be limited markedly without seriously detracting from the quality of the learning experience provided or from the quality of the research done? If such questions are seriously considered during the next decade, marked changes in doctoral programs in physical education are likely to occur.

A second pressure that during the next ten years is likely to result in changes in graduate programs in physical education is the pressure associated with the acquisition of funds for conducting research. In recent years, there has been a marked increase in the availability of financial support for research projects, both from governmental and private sources. As is usually the case, however, financial support is accompanied by some degree of direction and control from the supporting agency.

Apart from the controls normally exercised to insure that the quality of the research is such that the funds will not be wasted, the direction and control from governmental agencies is usually limited to an "area-of-interest" control; that is, one cannot hope to obtain from a governmental agency financial support for a research project unless a governmental agency can be found that is interested in the general area in which the research project falls. Many research problems, the solution to which are vital to the fields of physical education and athletics, do not fall in areas in which supporting governmental agencies are now interested. Also, in dealing with supporting governmental agencies, the magnitude of the research project often influences the likelihood of obtaining financial support. It is sometimes possible to obtain $50,000 to support a research project of considerable magnitude but impossible to obtain $1500 to solve a single problem that is of major importance to physical education and athletics, simply because most supporting agencies do not deal in such small amounts of money.

Commercial concerns, for the most part, are interested only in supporting research that relates either directly or indirectly to the products that the concerns have for sale. In some instances, such research is of pertinence to physical education; in other instances, it is not. However, by conducting at a "profit" research projects for commercial concerns--even though the problems attacked are of no particular import to physical education--physical education departments can obtain funds with which to support research projects that are of vital interest to physical education. To illustrate, a rather comprehensive research project that was supported by a major pharmaceutical company was recently completed in the Physical Education Research Laboratory at the State University of Iowa. The problem concerned the effects of a specific drug on selected motor responses and had little, if any, relation to physical education or athletics. However, money from University funds to support research in physical education is in rather short supply. Because the subjects, the equipment, and the trained personnel required to do the research were at

hand, the project was undertaken to obtain several thousand dollars with which to support research in which the Department of Physical Education is extremely interested, namely, a study with rats to determine the effect of vigorous exercise during the developmental years upon the ability of the organism to adapt to vigorous exercise during the adult years.

During the next ten years, the supply of money from governmental agencies and from private industry that is available for the support of research projects will very likely increase. As the funds from these sources increase, the college or university that is hard-pressed for money--which category, apparently, includes most colleges and universities--will likely divert to other uses at least some of the monies formerly utilized to support research within the institution. If this situation occurs, the researcher in physical education will be forced to rely upon "outside" funds with which to support his research; and, to a considerable degree, the nature of the research he conducts will be directed and controlled by the sources from which funds are available. Because almost all research in physical education is conducted within the framework of graduate programs in colleges and universities, this situation may bring about some marked changes in the nature of the research problems carried on in graduate programs in physical education.

A third pressure--from both within and without physical education--that may well bring about some changes in graduate programs in physical education during the Sixties is the pressure for improved research in physical education. This pressure is intensified, on the one hand, by the burning desire of physical educators to gain for physical education and for themselves a status equal to that of the so-called academic programs and faculties and, on the other hand, by the tendency of the majority of the college and university faculties to hold physical education in rather low regard and to view rather skeptically the research efforts of physical educators. To a considerable degree, this skepticism is warranted. Valid criticism of poor research in physical education comes not only from scholars in fields other than physical education, but increasingly from scholars in physical education as well. This criticism may be stemmed only by improving the quality of research in physical education.

Several avenues through which research in physical education may be improved, each of which will affect some change in graduate programs, are likely to receive increased attention in the years ahead. Because problems in physical education invariably cut across subject-matter fields of other areas of learning, it seems highly probable that cooperative research in which technical aid is solicited from other departments will increase. Rather than attempting to solve a research problem in which physiological implications are involved, the physical educator whose background in physiology is usually limited to one or two courses in rather elementary physiology may join with a physiologist in attacking the problem. The psychology department may be "tapped" for assistance on problems in which psychological implications are involved; the physics department, for problems involving mechanics; the hydraulics department, for problems in swimming; the statistics department, for statistical assistance; the history depart-

ment, for historical research, etc. The individual who is competent to conduct or supervise research in all of the areas of learning upon which problems in physical education infringe is not likely to be found in most departments of physical education. By joining with competent researchers from other departments, physical educators not only will profit from the expert technical assistance thus obtained--which assistance will be reflected in the quality of the research--but also will gain stature in the eyes of their academic colleagues as these colleagues become acquainted with problems in physical education and with the efforts of physical educators to solve these problems.

A possible modification of this particular avenue through which research in physical education may be improved is the widespread use of joint appointments. Professors who are interested in physical education and athletics, but who hold the Ph.D. in areas related to physical education, may be appointed jointly by the physical education department and the department in which the Ph.D. is held. For example, the department of physical education and the department of physiology might jointly appoint a professor with a Ph.D. in physiology to teach physiology courses for undergraduate and graduate majors in physical education and to conduct research in exercise physiology. Similar arrangements are possible with other departments in related areas. Such joint appointments are often attractive to professors in related areas who are interested in conducting research because the arrangement allows them to retain a place in their own field and, at the same time, places them in a situation in which subjects for research are readily available. Many departments in universities have difficulty in finding sufficient numbers of students who are willing to serve as subjects for research projects. In the physical education department in which large numbers of students are enrolled in service courses, the problem of obtaining volunteers as subjects for research projects is a minor one.

Still another possible step toward the improvement of research in physical education is through increased emphasis during the Sixties on joint majors at the doctoral level. For the graduate student who is particularly interested in the physiological aspects of physical education, a course of study leading to a doctorate with a joint major in physical education and physiology may be prescribed by the two departments concerned. Similar joint programs may be worked out for the student who is particularly interested in psychological, sociological, or other aspects of physical education. Undoubtedly, such changes would ultimately lead to improved research in physical education.

In summary, it has been suggested that widespread changes do not usually occur in educational programs unless such changes are motivated by external pressures. Pressures which during the Sixties may bring about changes in graduate programs in physical education include (1) the increased demand for college teachers with doctoral degrees may well result in a marked increase in the number of full-time fellowships and scholarships in colleges and universities, and in a reduction in requirements for the doctorate to a minimum consistent with high academic standards; (2) an increase in the number of sources from which funds for conducting research are available, together with a decrease in such funds from university budgets, may direct research

efforts in physical education toward problems that are of no particular import to the field; and (3) the pressure for improved research in physical education may lead to the increased utilization of joint appointments among graduate faculties and to increases in programs of study leading to doctorates with joint majors in physical education and related areas. No claim is made that all of these changes are inevitable--or even desirable. However, a rather strong case may be made that, if some of these changes materialize, marked improvements in physical education may result.

DIRECTIONS FOR DEVELOPING SUMMER GRADUATE PROGRAMS

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Considerable attention is being given to the expansion of higher education through more extensive development of the summer session. Reports from the Association of Summer Session Directors indicate a gradual increase in summer enrollment. As colleges become more crowded during the normal year, it seems logical that more attention should be given to greater utilization of summer programs.

There is a movement by some schools to rearrange the school year into a tri-semester plan so that the summer becomes a third semester equivalent to other semesters in content. Schools organized on the quarter basis have less difficulty in planning the summer session as a fourth quarter comparable to a fall, winter, or spring session.

In most colleges, summer sessions serve a more specialized purpose. Summer sessions normally are considered opportunities for accelerating or enriching the student's program. Frankly, for some, a catch-up opportunity might be a more appropriate term.

Summer sessions are of special importance, of course, to teachers who are employed during the school year.

It would seem that college administrators and hard-pressed taxpayers would also be especially interested in the possibility that greater use of college classroom and laboratory facilities during summers and of an already trained and available staff might reduce the total over-all cost of providing college education to increasing numbers of college-age youth.

Probably the greatest contribution of the summer sessions can be to enrich the professional program. While at least a minimum of basic courses should still constitute the core of the summer program, the flexibility of summer session schedules and the heterogenic student body may provide a more suitable climate to introduce courses, workshops, and conferences and to study opportunities to meet special needs and to explore educational problems and topics which cannot be treated as effectively through the traditional schedules.

Often a more flexible schedule can be arranged during the summer. A class, clinic, workshop, or study group may be scheduled to convene for the regular class hour, a number of hours, or all day as the

topic may demand. Classes may meet for a week or less or for the entire summer.

Normally students receive credits equal to that received for comparable courses offered during the school year. Sometimes more flexible scheduling permits an allotment of time to provide greater concentration on subject areas or a combination of courses resulting in variable credit values. At other times, clinics or workshops are offered in which students participate not for a grade, not for credit, but for the very novel idea of learning something.

At those colleges where enrollment is down during the summer, often more classroom and laboratory facilities are available during the summer. Administratively, it is not sound business practice to permit these facilities to remain idle.

In my opinion, one of the greatest advantages of the summer session programs is the availability of highly qualified leadership. The fact that many colleges conduct a reduced program during the summer and instructors are retained only during the school year means that outstanding leaders in our field often are available for assignments as guest instructors. Especially at the graduate level, it is stimulating to students and departments to have personal contact with authors and leaders in the field that are known to them only through the printed page or because of offices or positions held. Of major importance, is the opportunity to personally listen to lectures of or question a person who has achieved distinction in a special field. Too often a department, particularly a small one, becomes in-grown, stagnant, or provincial because of strong or weak local personalities or the complacence of its staff members.

It is challenging, too, for an instructor to teach a class, conduct a workshop, or deliver a series of lectures in a new environment to a new student body.

It might not be inappropriate to suggest that more extensive summer programs would provide added income to qualified teachers who now are employed only nine months during the year.

I would especially like to emphasize the practice of exchanging staff members which is followed by some schools. Colleges which can neither conveniently employ additional staff nor release instructors during the summer may provide an enriched program for their students and wider teaching experience for their faculty by permitting staff members to exchange teaching assignments with visiting lecturers from other similarly organized schools. Some college administrations encourage this practice. This exchange idea is especially desirable for instructors who teach in special interest areas. I know of some faculty members who have arranged to exchange homes or apartments along with the change in teaching assignment. This arrangement could result in an interesting vacation for the entire family at a nominal cost.

I believe summer students demand a high quality of instruction and in turn can contribute more to a class. The summer session student body is challenging and stimulating. Some have had teaching or administrative experience and are more mature. Many are married and have greater community and professional interests and responsibilities. Because many are employed during the school year, they may possibly be able financially to devote more time to academic pursuits.

Less tangible but nevertheless highly desirable phases of the summer program are the so-called cocurricular programs. Dramatic and musical productions provide opportunities for those who possess talent and in turn offer patrons of the arts cultural stimulation and enjoyment.

Recognized authorities in many fields present a wealth of education opportunities through public lectures and panel discussions.

Like any other part of an educational program the summer session program requires careful planning. The physical education course offerings must be arranged within the framework of the total college program. A sound, balanced schedule would include basic courses offered annually with a carefully considered selection of more specialized courses offered alternate years or at such times as current local or national interests or needs required. The selection of a balanced staff of qualified, recognized, professional leaders who can and like to teach is imperative.

Some authorities are concerned that the summer session become simply a vacation in which the quality of course work might suffer. The few studies that have been made would indicate that there is not and need not be any significant difference in the quality of work accomplished.

Briefly, then, if the summer program is to be simply a third semester or a fourth quarter, the content and organization would possibly be more or less a duplication of the regular program. An acceleration or makeup program would also necessarily provide opportunities for students to acquire courses that would normally be taken during the school year.

The strongest reason for expansion of the summer program probably is the opportunity for the enrichment of the professional program through the availability of qualified lecturers to challenge and stimulate more mature and capable students.

It would also seem that more extensive use of facilities is sound educational economy. In view of greater educational demands, there probably is no logical reason why students shouldn't attend school during the summer as well as during the usual school year.

Our local Junior Chamber of Commerce indicated it might be proper if I mentioned the fact that a cooler climate and scenic mountains which Colorado has, or ocean breezes which we don't have, might combine to make summer study more attractive.

Our college administration recommended, however, that I shouldn't mention such activities as trout fishing, square dancing, mountain climbing, picnicing, water activities, or pretty girls cavorting on the Arapahoe Glacier in August in Colorado because those things might not be considered of academic importance. It seems that some people still believe that acquiring an education must be a disagreeable process.

PHYSICAL EDUCATION CAN BE AN ADJUNCT TO MENTAL HEALTH

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Some source of material - discussion with five students, male and female, from small and large colleges.

I. Responsibility of college physical education.

A. To reinforce positive attitudes and experiences of students learned in elementary and secondary schools.
B. To change negative attitudes to positive ones by reorientation and understanding.
C. To provide opportunities for learning of skills in variety of activities leading to new experiences and satisfaction.
D. To emphasize post-graduate value of skills.

II. Understanding students for whom college physical education program is planned.

A. Characteristic adjustment of freshman class.

1. Assumption of control of daily routine for first time without direction of parents with concurrent upheaval.

a. "Shake down" or "unloading" period with regard to personal hygiene habits.

(1) Neat to "beatnik."
(2) Washed to unwashed.
(3) Overeating or "pickiness."
(4) Reversed sleeping patterns.

2. Superficial psychological explanation of changes seen in freshman students.

a. Anxiety and worry arising from new setting, strange living arrangement, contact with others of different orientation and value systems, exploration and weighing of patterns of living.
b. High school "status" struggle begun again to climb from low man to top grade.

(1) Resentment and belligerence over lower class status - dissatisfaction with self and those who set up rules.

(2) Gym as a means of releasing aggressive urges.
(3) Improved peer relationship through physical education.

c. Uneasiness arising from open discussion with peer group about parental values and points of view.
d. Uncertainty resulting from loss of identification figures such as parents, teachers, and ministers.
e. Ambivalent feeling about total dependency.

(1) Desire for dependent relationship result of overprotection in indulgence at home or school.
(2) Inability of parents to allow children to move naturally to independent status.

f. Rebellious "unloading" of old habits, a means of experimenting with or weighing to determine how essential or meaningful they are.
g. Changed eating habits, over-eating as an expression of anxiety, "pickiness" as demonstration of new selective power.

3. Factors determining student reaction to college physical education.

a. Attitude of parents to program in elementary and secondary school.

(1) Student rejection of program.
(2) Excessive activity to irritate parents who see no value in program.

b. Type of program offered by schools prior to college.

(1) Worthwhile or useless.
(2) Specific adaptive programs to overcome or compensate for minor or major handicaps.

B. Characteristic adjustment of senior class.

1. Feeling of importance in role of teacher, of college rituals and values.
2. Closer to crystallization of future career and social adjustment.
3. Appearance of nostalgic feelings as they wonder about themselves as alumni influencing the college later on.
4. Final opportunity for physical education or activity to make its impact felt.

a. Skills and satisfaction as factors strengthening concept of the individual as a "doer."
b. Emotional ventilation and control evidenced in physical education activities as a reflection of maturity.

c. Sense of belonging, either as a leader or follower, abiding by democratic principles, given greatest opportunity in physical education program.
d. Balance of competition and cooperation as a means of achieving social maturity.

III. Physical education as an adjunct to mental health.

A. Definition of mental health as a balance between destructive and creative forces.

B. Characteristics of mentally healthy person.

1. Ability to adjust to variety of activities using various skills to maximum advantage.
2. Ability to accept failure as well as success without loss of equanimity, allowing neither to destroy steady growth as a person.
3. Ability to achieve degree of integration that allows greatest use of energy to meet problems of everyday living.

C. College physical education, last formal opportunity for learning special skills needed for development of integrated personality.

1. Need for four-year program receiving college credit equal to that of any other course.
2. Need for planning continuing program after graduation to accompany area of major interest.
3. Need for knowledge of health principles as part of physical education program.
4. Need to re-examine psychological meaning of action, activity or voluntary body movement, attitude formation, personality in general to discover methods of motivating students, to cut down the "drop-out rate."
5. Need for individualization of physical education program to meet needs of each student at each level of development.
6. Need to stamp out for good the mind-body dichotomy which continues to plague physical educators.

D. Personality of physical educator and degree of mental health exhibited as forces adding real dimension and meaning to program presented.

ROLE OF HISTORY AND PHILOSOPHY IN DETERMINING FUTURE DIRECTIONS IN PHYSICAL EDUCATION

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Florida Presbyterian College

In discussing possible future directions in physical education we must first ask ourselves what type of citizen the coming years will demand. The answer to this question has great importance to us as we

plan for the future. My answer is that the coming years will demand a sensitive, disciplined, enlightened, concerned, "universe oriented," productive, "physically educated" citizen, who has the ability and desire to preserve and extend freedom. Indeed we must, as President Kennedy says, be willing to "pay any price, bear any burden, meet any hardship, support any friend or oppose any foe to insure the survival and success of liberty." If liberty is a value which our society holds dear, then we as physical educators must be concerned with it. For any educational system must reflect and seek to perpetuate the more worthy values of the society which supports it. In short, we must either begin to educate for freedom or abandon the idea.

We are all interested in improving the quality and vitality of physical education as it seeks to fulfill its commitment to a free society. This task will not be easy. There is an acute lack of understanding as to the unique contribution which we can make to a quality education. In many cases we are thought to be concerned only with meaningless play; and play as an entity within itself does not command respect in educational circles. Physical education is generally considered to be a frill in the curriculum and therefore not essential to a quality education. We physical educators have failed to communicate the real and lasting wholesome benefits to be derived from participation in a dynamic, vigorous, and educationally sound program. When our program has come under attack, we have been inarticulate in defending it. Indeed at times our program has been indefensible. We should not view the mistakes of the past as obstacles but as opportunities for the future. With the current national attention focused on physical fitness, we have an excellent opportunity to bring our discipline and its educational implications squarely in front of the public. In doing this, we must strive to make participation in the physical education program a meaningful, physically stimulating, pedagogically sound, respected learning experience related to the totality of the student's development and not merely a set of routine physical exercises which have little or no relationship to the remainder of the curriculum. Through qualitative and creative teaching we must make abundantly clear the tremendous wholesome potential inherent in physical activity. Furthermore, we must show evidence that dropping physical education from the student's educational experience will leave a void which it will be impossible to replace with another subject. If it does not leave a void, then we have little justification for our existence. The burden of proof must rest with us.

Accepting the thesis that any subject must be taught well to make a significant contribution to the curriculum, I submit that the study of history and philosophy, when applied to our own desired outcomes and focused on our own problems, can strengthen the physical education program and thus help insure that it is making its maximum contribution to the total school community.

PHILOSOPHY

The historian R. G. Collingwood relates that "philosophy is reflective"; it is thought of the second degree. When one thinks about what he has thought and done, he is philosophizing. Because of this we must

spend more time in our undergraduate programs in attempting to develop in our students an understanding of the role that physical education can and should play in their daily lives. The very word "philosophy" itself when analyzed means "love of wisdom." Plato speaks of the "philosopher-king" in the Republic and sees the very apex of society being occupied by the philosopher. Regardless of how much physical strength is developed, ultimately decisions must be made as to how this strength will be used. Decisions determine direction. Indeed as Clark Hetherington asserts, "the supreme problem of education is to establish direction." Because this is so, the ultimate direction of physical education and indeed of the world itself rests with philosophy. Before this direction can be established, goals, objectives, and desired outcomes must be determined. The desired outcome for each of us must be to live the rich, full, abundant life and as Adlai Stevenson states "extend our vision to all mankind."

The educational theorist and philosopher, Paul Woodring, says that "to fill the philosophical vacuum in our schools will require that every teacher take a more sophisticated view of the problems of education. Every teacher must have a clear idea of what he is trying to do and how his aims are related to the basic problems of reality, of truth, and of value. The teacher must understand his subject and how it fits into the total scheme of things, and understand its limitations and its relation to other subjects and other activities." I concur wholeheartedly with this reasoning and I am sure you do too. Every teacher of physical education should have an understanding of when one is being physically educated and continually evalute themselves and their program to ascertain if either or both are contributing to this end. It is not sufficient for the heads of the departments in our schools and colleges to have an articulate educational philosophy; far more important is getting this concept filtered down to the "firing-line"; to the practicing teachers who at one time or another come in contact with virtually every student in school. We are not merely teaching people to swim, to play basketball, or to shoot a bow, but in reality we are trying to build a better world. Only as we relate that which is learned in physical education to the totality of a person's life does it have meaning. Raw, unchanneled physical strength is powerful. It can destroy or it can create. We need but to look at Hitler, Castro, Khrushchev, and the latest inhumane developments in Red China to see frighteningly perspicuous evidence of the fact that force and strength without humane direction are too terrible to contemplate.

The following questions are submitted for your consideration which are primarily philosophical in nature. At what point do nations or cultures reach their psychological limit and irrespective of their resources just cannot seem to move forward? Are we traveling the road of the ancient Romans who changed from an industrious, serious-minded, frugal people to a purposeless, luxury-minded nation? Are we, as Mr. Louis Means asked in a recent edition of Phi Delta Kappan, "over-the-hill" as a nation? Is America, as President Kennedy stated during the 1960 Presidential campaign, "sitting on dead center?" Physical education with its responsibility for developing leisure-time skills is gravely implicated in finding answers to these questions. The concept of our people becoming nothing more than citizen-consumers

has gradually changed their daily habits. No longer do the demands of their jobs extend them physically and develop in them organic vigor and physical vitality. As critical as this problem might be, if we continue to let our citizens labor under the false assumption (propagated in many cases by the advertising industry) that material abundance is the primary index of the vitality of a society, then we are inevitably doomed. And we should be. The discipline of physical education must accept more of the responsibility for developing in students the belief that they must view themselves not as citizen-consumers but as citizen-participants.

A dull, unimaginatively presented truth can often be overshadowed by an attractively presented falsehood. Our citizens need to know the seriousness of this problem. They need to be told in an honest, frank, and convincing manner that a drastic reorientation of our priority system is necessary. They need to rediscover themselves physically and learn anew the pleasure and value of vigorous muscular activity. A vital educational experience is lacking if one does not realize the joy and satisfaction of getting physically tired, taking a hot shower, an exhilarating swim, and then moving on to other important matters. We have somehow misplaced the idea that active participation can be fun. Vicarious consumption is now the order of the day.

There is mounting evidence to indicate that the discipline of physical education is not attracting the most capable people into its ranks. The question then arises: How can we as a profession upgrade the quality of teachers who are entering the field? One can only read of the critical shortages of teachers and the gross injustices done to members of the teaching profession by paying them low salaries. This has resulted in the education profession taking on somewhat of an eleemosynary character. In talking with some fellow teachers one can almost sense a self-inflicted feeling of inferiority about the profession they have chosen. There is not a one among us who would not like to earn more money, but this is not the panacea for all of our problems. In this great quest to fill our ranks we must also concern ourselves with quality. It may be too easy to get to be a teacher. The most promising students are not choosing education as a profession. This same situation exists with regard to physical education, especially of the male students who are entering the field. We teach that for the body to be properly nourished it must have the right combination of carbohydrates, fats, and proteins. We tell our students that their bodies can only be as good as the ingredients which go into their make-up. Why then is this not true when talking about the health and vigor of physical education? Is it not also true that it can only be as strong as the ingredients which go into its make-up? Yet, year after year, we allow our very life blood to become saturated with numerous people who choose to enter the profession largely because it presented the road of least resistance. I submit that the question of teacher recruitment is primarily one of a philosophical nature because behind each major program there is a theory or philosophy which establishes selective criteria. In this quest for large numbers we may have lost sight of the concept of quality. There is not necessarily a positive correlation between size and quality. The mouse in the legend is only a mere speck compared to the size of the elephant, but often times proves to be a very worthy adversary.

Great Britain is only a small group of islands in the North Atlantic but controlled world politics for many years. A smaller group with a common purpose can frequently be more effective than a larger, less selective one. We would all agree that one possible solution to this problem of quality is to establish stricter screening programs in our colleges, and have each potential major questioned as to his philosophy and why he is entering the field, and also ask him to outline the educational implications which he feels are inherent in physical activity. Instead of emphasizing great numbers, perhaps we should concentrate on recruiting capable, neuromuscularly and academically talented students who choose the profession not because it presented the road of least resistance but because they believe in what it is trying to do and are genuinely impressed by the unique and different opportunities it presents to develop the individual.

Many other questions could be asked which are primarily of a philosophical nature. For example: No nation has ever moved past the mass consumption stage in which we now find ourselves. Where do we go from here? One aim of communism is to control the world. What do we as Americans stand for? Is history, as the communists claim, "the greatest of all Marxists"? In our sales talk on freedom at what point do we wish to inject our theories on the function of recreation and leisure? It is estimated that the average person is submitted to 1500 advertising slogans daily. How can we teach people to resist the constant powerful and subtle manipulative pressures to which they are exposed? How can we eradicate the anti-intellectual stigma attached to physical education and project an image of the physical educator as an educator concerned with the total school program. Will man be able to link the forces which he has created to a cause which will serve and strengthen and not destroy him? What is the proper balance between freedom and efficiency? What has happened to American patriotism in the intervening years since Tom Paine, when talking of the Colonies and their right to independence, proudly asserted: "The sun never shined on a cause of greater worth. Tis not the affair of a City, a Country, a Province, or a Kingdom, but of a Continent--of at least 1/8 of the habitable globe." Do we, as Walter Lippmann warns, view ourselves as a completed society, one which has achieved its purposes and has not other great business to transact? Are we on the defensive wanting only to hold on and conserve and not push forward and create? Will the new nations moving front and center into the world arena be more attracted to the Russian revolution than to the American revolution? What responsibility do citizens in a free society have for maintaining some degree of organic vigor? How can we channel the vast wholesome potential inherent in athletics into desirable educational outcomes? What function should physical education serve in the total school community? Lastly, through the various facets of our program, how can we develop in people the ability to seek the truth as they see it and thus find answers to these difficult but important questions?

Lest we forget that philosophy is important, remember that it prompted events which resulted in Appomattox, Iwo Jima, Yalta, and Berlin, and it will be present in future world affairs. A physically strong, well-armed, and poised military force can be a deterrent to a would-be aggressor, but it can also be an effective instrument for

expansionistic and totalitarian tactics. Philosophy must decide to which ends it will be directed.

HISTORY

History has been defined as everything which has happened up to this point. All events regardless of the sector of the society which prompted them become history once they have transpired. For example: When the Russians launched the first sputnik on October 4, 1957, it was a great scientific achievement. Now it is history. The Great Depression of 1929 was, at that time, an event of great economic importance. It is now as much a part of our history as the War between the States. The point is this. When we attempt to fill in what has gone before we do not study any one isolated subject. On the contrary, we are brought into contact with the total picture, the mutual interaction of many different forces which coalesced into one major event. For our purposes we should isolate and discuss those events, dates, and personalities which have contributed to present feelings about physical education, recreation, leisure, and other allied subjects.

"The mark of a great historical event," writes John Kenneth Galbraith, "is that it changes people, or more precisely the way they think, so they are never quite the same again." The feelings which different cultures have had about physical education have left indelible marks on succeeding generations. Each culture has had a different outlook on the role of the physical. These contrasting points of view have given particular flavors to particular cultures. The physical educator should be familiar with these different outlooks and relate them to the current feelings about physical education. Indeed it is difficult to see how a person could have a real and meaningful insight into the current problems which his profession faces if he does not have some knowledge and understanding of how and why these problems came about. The study of the origin and development of the athletic movement surely helps to explain its current controversial status. The once held theories concerning the dichotomy of the mind and body makes the present anti-intellectual stigma attached to physical education much more readily understood.

I will state, with the inherent risk of over simplification, that history is a record of what man has said and thought and done. Determining what has been requires an examination of the past. But history in the abstract is cold and uninspiring and comes to life only when interpreted by the historian. As Carl Becker points up, "the facts of history do not exist until the historian creates them." The historian's job is subjective. Thus, Karl Marx views history differently from, say, St. Augustine. With this characteristic of history clearly in mind, we arrive at the following statements. Physical education is one of the oldest forms of education. A feeling about physical education and physical activity has been coexistent with history itself. The historical evolution of man's feelings about physical education and its role in society has provided our profession with a rich heritage. Physical educators should take pride in this heritage and attempt to transmit it to others through the service and major programs. The Greek Doctrine of the Golden Mean, the Rise of the Christian Church, the Fall of the Roman

Empire, Realism, Theological Scholasticism, Naturalism, and many other movements in history have been, in part at least, influenced by strong feelings for or against physical activity. The inquisitive and keen student of physical education can find quite challenging intellectual nourishment in reading many of the great philosophers--Plato and Aristotle in Greece, Quintilian in Rome, Rousseau in France, Luther in Germany, Calvin in Switzerland, and Hutchings and Dewey in America. All at one time or another expressed their views on physical education. That they were not all favorably impressed with its educational implications does not minimize its importance but rather attests to the fact that it has been a potent force in the lives of men and commanded attention as such. Indeed we can well point with pride to the role which our discipline has enjoyed as man has sought answers to what have been called the Big Questions--God, Right, Truth, Life, and Destiny. Such a rich heritage deserves due recognition.

By emphasizing the many contributions which physical education has made to the development of western cultures we will not only strengthen and integrate the total curriculum but also will develop in students a much broader and deeper concept as to our function in the total scheme of things. At Florida Presbyterian College we spend one hour per week for one semester examining the history and philosophy of physical education. This comes during the first semester of the required two-year program. We attempt to isolate those events and personalities which have had an impact on the main stream of thought concerning physical education. We do this because we honestly feel that one of the characteristics of a physically educated person is that he has a frame of reference within which he can evaluate physical education, recreation, and leisure as they appear in our society today. This does not, in any way, minimize the importance which we attach to developing in people organic vigor and recreational skills. We do not, however, want to develop a talented man with a misguided purpose. For this reason we attempt not only to develop physical skills but also to give humane purpose and direction to these skills.

Being historically minded does not mean that we wish to live in the past. We study history and philosophy not for the sole purpose of finding out what has gone before but also to determine what is possible in the future. I do not support the thesis that "the only thing you learn from history is that you never learn from history." Physical education's history has been eventful, exciting, influential, at times gloomy, but always interesting and revealing. We cannot expect to loop hopefully and optimistically to the future until we cast an attentive and critical eye at the past. A teacher who can bring this past to life in the service or major program, creatively and convincingly, has certainly helped to insure a bright future for his profession.

THE IMPORTANCE OF AN INTEGRATED APPROACH

It is imperative now as never before that the physical educator take an integrated approach to the teaching and learning process. We would all agree that education should serve to perpetuate the better elements of a culture by transmitting them to oncoming generations. This entails judgement as to what are a culture's better elements. For this reason

the physical educator must consider himself first as an educator. To be an educator means to have some ideas as to when one is being educated, what education is and is not, how people learn, what should be taught, and why. The physical educator should be capable of speaking out on matters not directly related to his discipline. From the coach's bench and the swimming pool to the anatomy laboratory, he must be universe-oriented and fulfill his commitment first as an educator; that is, to help students develop their human resources and then show how these resources can enrich and perpetuate our democratic social order. When our cherished freedoms are being challenged by a totalitarian, atheistic power, we can ill afford to take a narrow, compartmentalized view of teaching and learning.

These are turbulent times and the whole world is in an upheaval. The atom bomb with its world-embracing repercussions brought the physicist, mathematician, psychologist, historian, physical educator, philosopher, diplomat, and other professionals to the same table to seek answers to common problems. The circumstances of our times have created anew the need for a more varied and broad background within the scope of each academic discipline--a deep, comprehensive experience. Consequently it is recognized only too well that if educators, and physical educators surely must consider themselves to be among this number, are to meet the needs of our times they must change their attitudes and approaches to learning. To teach within the narrow confines of one field today is to fail to share with the one being taught the full meaning of what one teaches! (1) We must, then, not only be concerned with and sensitive to what has gone before but also what the current status of our profession "is." Then on the basis of what "has been" and what "is" we must decide what "ought to be." Here we see the study of history and philosophy used for the purpose of helping to decide what the future direction of physical education should be. The only way our theories can be well-grounded and sound is to have some understanding of what has gone before. Hippocrates addresses himself to the importance of having our theories well-grounded in the following passage: "One must pay attention not to plausible theorizing, but to experience and reason together . . . I agree that theorizing is to be approved, provided that it is based on facts, and systematically makes its deductions from what is observed. But conclusions drawn from unaided reason can hardly be serviceable; only those drawn from observed fact."

CONCLUSION

We are active participants in the most challenging and dangerous era in history. The coming years will demand a supreme national effort if we are to meet our commitment to the free world. One of the most disturbing aspects of this deadly struggle in which we are engaged is the common misconception that faith in a free society means that it will automatically accomplish everything which is needed without effort or planning. This is simply not so. We must, as the

(1) "Statement on Curriculum." J. M. Bevan, Dean of Florida Presbyterian College.

Overstreets point out, "design a creative commitment to victory" for the coming years. Needless to say, the quality and effectiveness of the American educational establishment will be a key and perhaps decisive factor in designing this commitment. We physical educators must continually define and develop a "cutting edge" to our role. The quiet dogmas of the past are inadequate for the stormy present and unpredictable future. Rather than hold on and conserve we must push forward and create, constantly seeking new horizons. Instead of letting physical education diminish in importance, we must see that it enlarges its sphere of influence. Rather than let programs be dropped, we should attempt to add new ones. To the extent that the study of history and philosophy can make both the teacher and the student aware of the significance of what is taught, and thus enlarge this sphere of influence, then to that degree it is important. If by studying these areas we can make the skills that are learned complete with their many possibilities then the time will have been well spent. We should want to see physical education grow not for selfish, personal reasons but because students will be better people as a result of having been exposed to our programs. I feel that it is desirable for the student to be introduced to the main stream of thought concerning the history and philosophy of physical education. He should not only know the "hows" of physical education but also the "how comes" and "whys." I repeat again, we study the past not only to ascertain what has gone before but much more importantly to determine what is possible in the future.

The most vital resource we have in this country is our young people's talents. Our prime task is to create an atmosphere where these talents can mature to their maximum potential. The purpose of a school is to develop these human resources to help young people, as the Greek poet Pindar says, "to become what they are." Becoming what you are physically is a vital part of one's total development. Physical development, and the educational implications inherent therein must always be our primary purpose and we should not forget this. Alfred North Whitehead advances that the major justification for a university is that "it maintains the connection between knowledge and the zest of life by uniting the young and the old in the imaginative consideration of learning." Considering the nature of man's physical-biological and emotional-intellectual-psychological endowments, I ask you if there is another discipline which can add so much to the "zest of life" as physical education?

The future of physical education cannot be separated from the future of America. The future will go to those who have a positive and creative program. It is ours if we will but accept the challenge. We have the resources. But we must begin to move. Time is short and delay is usually fatal to those who are prepared.

IDENTIFYING AND EXCHANGING PRACTICES --A NEW EMPHASIS

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A strict interpretation of the theme of this year's convention--Future Directions in Physical Education--poses a dual challenge to the profession, and particularly to the College Physical Education Association. The first is the challenge to determine the directions for the long-range future--5, 10, 20, 50 years hence--and is characterized by critical forethought, imaginative planning, and attempts to establish principles and guidelines for more immediate action. The second challenge is to determine the directions for the immediate future--today, tomorrow, next week--and is recognized by the realistic and practical concern for individual and cooperative group action. in terms of previously established guidelines, to meet the needs and solve the problems facing physical education today. This Association is now concerned. as it has been in the past, with determining directions in physical education to meet both of these challenges. It wisely recognizes that the directions of the future in physical education provide the guides for action in the present.

In his Presidential Address to this Association in 1960, Raymond A. Snyder spoke succinctly to the challenge of the long-range future by enumerating seven areas in which the physical education profession needs to achieve new levels of excellence in order to realize its full potentialities. These seven areas included the need to achieve new levels of excellence in both teaching and communication. (1) This glimpse of the "Images of the Future in Physical Education" provides the profession with one challenge of the long-range future by thoughtfully delineating guides for action. The title and substance of this paper represents one proposal to meet this challenge by suggesting realistic, practical, and immediate action to achieve new levels of excellence in teaching and communication.

It is proposed that a new emphasis be given to the identification of valuable practices (2) in physical education and to the communication of such practices to institutions conducting programs of physical education based upon similar objectives. The purposes of this proposal are to encourage physical educators to: (1) be alert to and identify valuable practices in their own programs, as well as in other programs with which they are familiar; and (2) pool such practices so they may be communicated to other persons, similarly concerned, to effect an inter-institutional exchange of practices which give promise of improving the quality of physical education programs.

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(1) Raymond A. Snyder. "Images of the Future in Physical Education." Sixty-Fourth Annual Proceedings of the College Physical Education Association, Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1960. p.4,6.

(2) A practice is defined as the interpretation and application of knowledge (teaching methods, principles, and procedures) to work or action in the course of accomplishing objectives of physical education.

This proposal calls for a new emphasis because efforts to identify and exchange valuable physical education practices have been a reality for some years and have increased noticeably during recent years. Communication media most widely used for this exchange have included professional journals, newsletters, association and convention proceedings, and informal discussion among interested persons. However, a concerted and systematic attempt to identify and exchange large numbers of a variety of practices in physical education applicable to the organization and content of programs and the teaching of all the various activities has been looked upon as nothing more than a helpful possibility. (3)

Concerted and systematic efforts to identify and communicate practices in physical education have been noticeably lacking. A decade ago, Mackenzie recommended that "college departments of physical education should cooperate in conducting research and in pooling and sharing ideas." (4) While this recommendation was more significant than productive, nevertheless it does suggest that college physical education programs themselves are a source of potentially useful and valuable ideas which, when developed and communicated, may contribute toward improving the quality of other college physical education programs.

More than likely, physical education programs in institutions of higher education which are based upon similar objectives will have common needs and common problems. For one reason or another, some institutions have discovered or invented more and better ways of meeting these needs and solving these problems than have others. It appears logical, then, that physical educators should dig deeply into quality programs so they may know and evaluate those things which are being done in behalf of students, and to organize and disseminate this information so its potential value to other institutions may be realized. (5)

Another reason for the need to encourage identification and communication of practices in physical education is reflected in the excessive gap which exists between theory and practice. The literature abounds with accounts of the philosophy, principles, and purposes of physical education. The availability of accumulated knowledge is not the problem. According to Ross, the real problem is

> . . .essentially one of getting the things done in education which it is known should be done; that is finding ways of hastening the diffusion and practice of those purposes and methods in education known to be good. (6)

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(3) Nixon, Eugene W. and Cozens, Frederick W. An Introduction to Physical Education, Philadelphia: W.B. Saunders, 1947. p. 168-69.

(4) Mackenzie, Marlin M. "Public Relations in College Physical Education." Doctor of Education Project Report. New York: Teachers College, Columbia University, 1951. p. 187.

(5) "Superintendents Pool Ideas at Study Council." The School Executive 64:33; October 1944.

(6) Ross, Donald H., editor. Administration for Adaptability, New York: Metropolitan School Study Council, Teachers College, Columbia University, 1958. p.9.

Jamerson echoes this statement when he says:

> In the future an effort should be made to include. . . more reports of "special features" to the end that we may all benefit by the experiences of others in this area. Needless to say, each new idea, and each improvement contributes to improved standards in this profession. (7)

It appears from the above statements that to bridge, or at least to narrow, the gap between theory and practice, college physical educators should get down to the "brass tacks" of their programs and concern themselves even more with new ideas, special features, valuable practices, and improvements, and communicate them to their colleagues.

The foregoing paragraphs have focused upon the needs for a new emphasis to be given to the identification and exchange of valuable practices which give promise of improving the quality of physical education programs. In terms of these needs, it is essential that serious consideration be given to the immediate courses of action which this Association, and other similarly concerned with future directions in physical education, can take in the form of individual and cooperative group action to realize the potentialities of this new emphasis.

First, a standing committee should be appointed within the organization of the College Physical Education Association with the primary function of identifying and disseminating valuable physical education practices. This committee should also be given the responsibility for investigating tested procedures, utilized in other fields of learning, to identify and exchange valuable educational practices. Serious attention should be given by this committee to the application of these procedures to physical education, as well as to the invention of and experimentation with new and unusual procedures unique to physical education.

Second, as many physical educators as possible should be involved on a personal basis in the efforts to identify valuable physical education practices. This means, for example, that physical educators should be requested to compare selected practices with those implemented into their own programs and to identify their practices which they believe to be as good as or better than the selected group. Involvement on a personal basis should encourage physical educators to evaluate both their programs and their practices in terms of what is being done in behalf of students in other institutions conducting programs based upon similar objectives.

Third, as a direct result of the efforts of the committee to identify and disseminate practices, the College Physical Education Association should consider an annual publication of specific practices applicable to the organization and conduct of physical education programs and to

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(7) Jamerson, Richard E. "What Is Being Done in Required Programs?" Fifty-Sixth Annual Proceedings of the College Physical Education Association. Washington, D.C.: American Association for Health, Physical Education, and Recreation. 1953. p.85.

the teaching of all the various physical education activities. Practices included in this publication could range from drills, evaluative techniques, and classification procedures pertinent to a variety of activities to the use of instructional aids, organization and conduct of in-service, intramural sports, and adaptive programs, and to many other important aspects of the total physical education program. One contribution to the first publication of practices might be portions of the one hundred eighty practices which the author recently identified in the physical education programs at the United States Military Academy, the United States Naval Academy, and the United States Air Force Academy.

Fourth, regional study councils should be established to provide an organization for cooperative group discussion and action to meet common needs and to solve common problems in physical education, and to provide a convenient framework for the identification and exchange of valuable physical education practices. These study councils, similar to the Metropolitan School Study Council, Teachers College, Columbia University, could be located at college and university centers or be organized as part of regularly established state, regional, and local associations for health, physical education, and recreation. Either of the organizational patterns above should involve elementary, secondary, and college physical education personnel in the discussion of common problems and in the process of identifying and exchanging practices.

Fifth, and finally, local, state, regional, and national meetings and conventions of physical educators should be utilized as natural and convenient opportunities for pooling and sharing ideas and practices in physical education. The "swap shop session" on the eve of this year's meeting provides an excellent illustration of this recommendation. Also, representatives of all Ohio college and university physical education departments meet annually to pool and exchange ideas and to report the recent developments and progress they have made in the continuing effort to improve the calibre of their physical education programs and facilities. Meetings of all special interest groups in physical education provide an excellent media for the pooling and sharing of valuable physical education practices.

Critical and imaginative forethought necessarily delineate the long-range directions of the future in physical education. However, guidelines and principles alone are not sufficient to assure continuing progress toward improving the quality of physical education. The profession must strive to interpret these principles and guidelines into realistic, practical, and immediate action if new levels of excellence in physical education are to be achieved. One such interpretation is the proposal for a new emphasis to be placed on the identification and exchange of valuable physical education practices.

A DEVELOPING UNIVERSITY PROGRAM OF BASIC INSTRUCTION

Frank A. McBride
Wayne State University

Basic instruction programs in physical education have recently been under increased surveillance and attack at colleges and universities throughout the country. Requirements have been severely limited or withdrawn completely at some institutions. Placed in a position wherein the very existence of the physical education program as an integral part of the higher education experience is being challenged, physical educators are confronted with the necessity of revaluating present curricular offerings.

Background Information

At Wayne State University the process of scrutiny began somewhat in advance of the national trend with the requirement in the largest college in the University being withdrawn in 1956. At this time the instructional program consisted essentially of a varied listing of beginners and advanced courses designed to meet the popular demands of students and facility limitations of the institution. The most frequently voiced solution from without was for more academic content to be added to the courses being offered. Confronted with this situation and pressed by the threat of losing requirements in other colleges, a thorough appraisal was undertaken. This process has not terminated, but has become an ongoing evaluation which continues to stimulate creative thought and an ever improved program. The approach undertaken may be of value to those facing a similar crisis, and even more important contribute to an understanding of the role of basic instruction of physical education in the university of today.

The Approach Employed

Although the requirement loss does not of itself indicate failure of a program, it does indicate failure to transmit a positive interpretation of values to the faculty and administration of the university. Logically, such a failure may or may not involve failure to interpret these values to the individual student. Although failure in the former instance might bear dire consequences for the department, it would seem that failure in the latter case would be indicative of a much greater weakness in the program. It becomes apparent that the first step in the total appraisal must begin with course content of the program itself. In order to undertake such a project it is necessary to define the goals toward which the program is aiming.

At this point considerable study was given to the concept of general education and its meaning for physical education on the university

level. (1) This served as a philosophic point of departure for the structuring of a new and creative program of basic instruction. Acceptance of the basic goals of general education as the framework within which physical education objectives would be determined served to provide a firm foundation from which to build. Objectives for the program of general education in physical education were defined and recently identified to include:

1. The acquisition of knowledge and development of skill in basic body mechanics, team and individual sports, rhythmic and creative activities, and in fitness and survival activities.

2. The development of an understanding of self through individual appraisal and guidance.

3. The encouragement of students to develop an appreciation and an understanding of human movement as part of man's culture.

4. The establishment of a climate of instruction and participation in which students gain an insight into an acceptable pattern of ethical and moral values.

5. The encouragement of students to participate in elective and voluntary activities in accord with their own interests and personal objectives.

6. Providing where necessary adapted activities for students who may possess infirmities or handicaps. (2)

It was then recognized that some fundamental offering was needed which would give meaning and direction to the entire instructional program. More specifically, it was felt that such a course should provide a broad experience and a personal evaluation and should be conducted on a lecture-laboratory basis. The course seeks to insure the exposure of the student to the varied areas of activity and provide an understanding of the purpose of these activities in the over-all program and their relationship to the human organism, the cultural environment, and the educational curriculum.

As the "fundamentals" course began to develop, the opportunities for the evolution of a full program from this core began to become apparent. Additionally, it became feasible to integrate the basic instructional program much more closely with the professional program in those areas involving the initial experience of the professional student and skill and knowledge acquisition in selected sports activities.

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(1) The writer is indebted to Dr. Richard C. Havel, Director, Division of Health and Physical Education, Wayne State University, for sharing ideas on the concept of general education and physical education.

(2) Divisional Philosophy, Division of Health and Physical Education, Wayne State University, October 12, 1961, p. 5.

The Developing Program

Major considerations in developing the program focused upon the basic fundamentals course, (3) elective offerings, instructional approaches, and credit. Each of these facets of the program is interrelated and is presently undergoing careful study by division faculty members.

The Fundamentals Course--The fundamentals course is designed to cross-sect all areas of the basic instruction offering and is proposed to be the initial experience of all students enrolled in physical education. The lecture-laboratory approach is employed with one lecture period being devoted to each of the following five major areas of emphasis:

1. An understanding of the physiological functions of the body with the emphasis on muscular and skeletal movement.

2. Physical fitness as a continuing lifetime process. What is fitness? Fitness for what? How is it attained? Its relationship to the chosen vocation.

3. The role of recreational sports activities in the maintenance of the physical and mental well being of the individual.

4. The meaning of tests and measurements in physical education as related to the individual student.

5. A positive interpretation of the individual overall physical education profile and its implications for future related endeavors.

Within the scope of the emphases indicated above, students are provided with opportunities to achieve a better understanding of the purposes of physical education. Further, they gain an insight into their own individual status through a series of selected tests and classification procedures. Among the areas evaluated are: body type, physical fitness, motor capacity, selected athletic skills, and swimming ability.

The final phase of the course involves a personal, private conference of the student with the instructor, at which time an individual profile appraisal is made. Every effort is made to interpret profiles positively and to recommend future election of instructional courses and levels of participation commensurate with the apparent deficiencies and proficiencies discerned.

Elective Course Offerings--Students will be strongly encouraged to elect those activities which are best suited to their interests and status as determined by the testing program in the fundamentals course.

In aquatics, courses are included for beginning, intermediate, and

(3) It was through the efforts of Dr. Rico Zenti, Professor of Physical Education, Wayne State University, that this course was initiated and developed.

advanced swimmers. Offerings are designed to develop skill and understanding of swimming techniques, as well as an appreciation of aquatics as related to conditioning, recreation, and water safety. Advanced courses lead to Red Cross Lifesaving certification.

Contemporary recreational sports activities are provided in archery, badminton, bowling, golf, tennis, and volleyball. Emphasis is placed on skills improvement and coeducational participation is encouraged wherever possible.

Self-improvement through physical activity is encouraged in conditioning courses offered in gymnastics, weight lifting and training, and selected physical fitness activities. Courses enable students to gain a better understanding of the need for and methods of achieving and maintaining physical fitness. Selected strength and endurance building activities and exercises suited to individual needs and body type are provided.

In combatives both wrestling and fencing are offered. Courses are designed to encourage development of skill and understanding of each activity as conducted under amateur rules of competition.

Experience in dance is viewed as both a medium for recreation and as an art form. Courses in recreational, contemporary, and ethnic dance are being proposed, with advanced dance offerings in foundations, choreography, and production also being contemplated.

For students with physical handicaps individual adaptive activities are provided. These are designed for students with restricted health certification. In cooperation with private and health service physicians a course of instruction and participation in selected activities is developed. Emphasis is accorded on an overall or isolated area body development with an important aspect being the furtherance of an understanding of individual impairment.

Other Considerations--Several other pertinent considerations are involved in any approach to curriculum revision. The most important of these appear to center around the development of course outlines, curriculum evaluation, and credit for specific offerings in the program.

Following the development of a logically oriented basic instruction offering, course outlines should be designed by those members of the staff best qualified in the specifics of the various activity categories to be included. Without intent to restrict the academic freedom of individual instructors it seems plausible to recommend that qualified faculty members work cooperatively in this endeavor. A standard departmental outline indicating periodic subject matter attention offers several advantages. Among these advantages would be the possibility of mass lecture periods and utilization of the best qualified faculty members even though their primary assignment may not be in the basic instructional area. The application of the large lecture section and the smaller laboratory section approach would provide scheduling advantages, especially in an era of greatly increased enrollments.

Although the inclusion of a greater amount of academic content in basic instruction courses may seem superfluous to many people, it is at the same time apparent that any effort directed toward furthering the understanding of the "why" of a basic instruction activity must emanate from an academic approach. Granting that the answering of

this question in the mind of the student is desirable, as was the fundamental premise for the development of the "fundamentals" course presented here, the inclusion of a greater amount of direct and ancillary academic information would seem desirable. Once again, the pattern of lecture-laboratory presentation would be advantageous in furthering this aim. Responsibility for a broadened area of knowledge relative to the activity and an objective evaluation in the traditional sense as regards skill improvement, technique fundamentals, rules, history, etc., would seem to present a more acceptable picture to academicians, as well as broadening the base of objective evaluation.

Finally, and without equivocation, the question of credit must be resolved. It is at this juncture that the true evaluation of a program must be reconciled with its stature in the university. Acceptance of the role of physical education as an integral and essential part of the general education of all university students must be sought. The total program must be founded on a sound philosophic base and implement as a distinct academic discipline. It must seek to provide an understanding of the far-reaching implications held for the mental, physical, and social well-being of the individual student. It is apparent that a program so established, so implemented, and so understood, can demand and will deserve to be granted recognition on an equal level with all other areas of general education. If the program of general education as a buffer for over specialization is to be credited, then physical education as such can accept no less.

Guidelines for the Future

In summary, the following criteria are suggested in guiding the development and maintenance of a creative approach to the basic instruction program:

The Program:

1. Should be designed to seek those broad goals which are the goals of general education.
2. Should logically emanate from a fundamentals course designed to provide a meaningful experience and understanding of all of the various facets of the total program.
3. Should be oriented not to any one of the immediate goals of physical education but rather to a broad concept of the essential contributions the profession seeks to foster.
4. Should make provision for both the present needs of the student and preparation for the future sustenance of a satisfying and useful experience.
5. Should be well defined categorically, coeducational where possible, and closely integrated with the professional program.
6. Should be subjected at all levels to a continuing appraisal and evaluation.
7. Should be recognized as emanating from a transitory philosophic foundation, subject to the cultural, social, and political forces of a constantly changing environment.

MEETING THE CHALLENGE OF INCREASED ENROLLMENTS

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Indiana University

Growth in student enrollments is not a new phenomenon in institutions of higher learning. Analysis of enrollment statistics reveals that the student populations of colleges and universities have doubled on an average of every 12 years since the turn of the century. Today, approximately 4,000,000 students are enrolled on college campuses, and predicted enrollments for 1970 exceed 6,500,000. These figures are staggering when comparisons are made with enrollments in 1920 or even 1940. However, the enrollment statistics of 1940 were just as overwhelming when they were compared to those of 1900 or 1920. The tremendous increase in the total number of students creates perplexing problems. A simple solution would be to limit enrollments to such an extent that existing facilities, faculties, and budgets would be adequate. Few would accept this as a practical solution. One approach is to look to the past for possible answers in developing a systematic plan for future growth. Somehow, problems brought about by the growth of student population were not unsurmountable in the past, and with careful planning and farsightedness, these same problems will be solved in the future.

Administrative planning concerns itself with providing adequate housing, suitable classrooms and laboratories, competent faculty, efficient maintenance, and sufficient teaching and research equipment to carry on the basic purposes of higher education. Every discipline is involved in this total picture, and it is imperative that administrative officials are continually aware of the philosophy, the program, and the future needs of all divisions of the university. With this information a master plan could be developed which would include such things as purchase of land to allow for expansion, site planning for academic buildings and student housing, and other basic planning unique to each institution. Such a master plan could well project into the next century. A systematically organized plan would insure orderly growth and development.

Specifically in the area of physical education, we are concerned with maximum efficiency in the use of facilities, with an adequate staff of well qualified teachers and with a well-balanced program offering. Facilities, staff, and program are all interrelated but variable, and since increased enrollments affect these variables it seems logical to examine each one in an attempt to discover possible solutions for increased enrollments.

Facilities

The philosophy of the department of physical education will determine the use of existing facilities and will also play an important role in the development of new construction. It is important that this philos-

ophy be compatible with the concept of higher education. Philosophy will determine the type of facility and its function.

It would behoove each department to study projected enrollments and relate these enrollments to the needs of the future. Many institutions carefully study enrollments and needs on a ten-year basis. This is often referred to as the "Ten-Year Plan." When continuing study related to enrollments is not carried out, results are makeshift arrangements, poorly planned and designed facilities, and adverse criticism to program that is well deserved.

Facilities imply teaching stations and teaching stations are related to enrollments, staff, and program. In planning new construction, the following formula is often used to determine the desired number of teaching stations.

$$\text{Number of Teaching Stations} = \frac{\text{Number of Pupils Enrolled in Subject} \times \text{Periods per Week in the Subject}}{\text{Desired Average Class Size} \times \text{Number of Periods Per Week Each Station can be Used}}$$

This formula can also be utilized with existing facilities to determine maximum enrollments. Decreasing the factors in the numerator of this formula would decrease the number of teaching stations necessary. It is desirable that maximum enrollments for a specified period of time be known for existing facilities as well as for new construction.

To decrease the number of periods per week in physical education would not meet with the approval of members of this professional association. We have seen this factor reduced from a daily requirement over a four-year period to the present requirement of two days per week for one year. Surveys have shown this scheduling to be the most common in required physical education programs at the college level. Has this been one method of handling increased numbers of students?

To increase either of the factors in the denominator would also decrease the number of teaching stations necessary.

Increasing the average class size is obviously not a recommended procedure. The type of activity as well as the facility limits the enrollment. With 12 bowling lanes available, and 3 students to each lane, a maximum of 36 students could be enrolled in any one section. To increase the number of students per lane would reduce individual time for practice and instruction.

The number of periods per week that each teaching station could be used is one factor that might offer some possibilities for efficiently handling increased numbers of students. One suggestion might be to increase the number of periods per day. This is not a possibility in schools where provision is made for intramural and interscholastic programs to use the same facility. For those programs having a two-day-per-week requirement, some consideration might be given to scheduling classes six days per week. Space utilization would increase one-third. Saturday classes are becoming more commonplace in those institutions with a rapid increase in student enrollments.

A third possibility is more efficient use of facilities. Most activities, while scheduled on an hourly basis, actually utilize the facility for

for instruction, a total of only 35 minutes. A typical example would be an activity class scheduled for 9:00 a.m. Time allotted for students to dress and report to the activity area prior to instruction is usually a minimum of 5 minutes. If a total of 35 minutes is alloted for instruction in the activity, dismissal from the activity area would be at 9:40 a.m. Ten minutes allotted for showering and dressing and an assumed 10-minute passing period would use the remaining 20 minutes of the hour period. Actual use of the activity area is only 35 minutes. For 25 minutes per hour, the facility is not utilized. By scheduling classes at irregular times, more efficient use of a facility would result. For example, a class might be scheduled for 9:00 a.m. and dismissed at 9:40 a.m. A second class would be scheduled from 9:40 a.m. to 10:20 a.m., and so on throughout the school day. This suggestion, while having the effect of increasing the number of periods per week that each teaching station could be used, also has certain disadvantages which must be recognized. Service facilities would have to be increased, after-class participation or recreational periods would be eliminated, scheduling would be more complicated, and maintenance would be difficult, if such a proposed schedule was followed.

Many institutions have recently constructed or are planning to construct new facilities for the teaching of physical education. If facilities are planned for predicted enrollments of the near future and still allow for further expansion, problems of enrollments will be solved in an orderly, carefully thought out plan of action.

Staff

During the last two decades in all phases of higher education there has been a trend toward the use of graduate students as teaching assistants. This plan of increasing teaching staff serves two purposes. First, it offers an opportunity for those qualified students to continue their education, gain teaching experience, and at the same time receive financial assistance. With the cost of graduate education increasing, it is seldom that a student is able to complete advanced degrees without financial assistance. Secondly, if these assistants are selected on the basis of experience and ability, undergraduate students receive competent instruction in the activities of the basic instructional program, while the cost of instruction is kept at a minimum. The most effective utilization of graduate assistants seems to be a plan where a full time member of the staff acts as a coordinator of several activities. This person assumes responsibility for developing course outlines, teaching procedures, lesson plans and evaluation methods. Weekly meetings for the purpose of in-service education are a necessary part of this procedure.

A second suggestion for increasing staff is the use of senior major students as course instructors. This suggested procedure is controversial and a word of caution is necessary. If senior major students are to be used as instructors, they should first demonstrate exceptional teaching ability before being assigned teaching responsibilities. A more acceptable approach is to utilize the senior majors as assistants to the instructor.

Teaching fellowships have been used in the past to supplement the instructional staff. When an individual agrees to serve for a set period, usually three or five years, the continuity of program is improved. In general, this type of position is awarded to those individuals with an excellent background in the teaching of sports activities, and a desire to continue advanced graduate experience.

Team teaching has been used in various institutions to help with the problems of inadequate staff. A master teacher with several assistants permits scheduling of larger sections and still provides competent instruction.

Emphasis on a qualified and dedicated staff must be the guiding principle for any basic instructional program. Without a core of well trained teachers of sports activities, even the best of facilities will not insure a sound program.

Program

The program of the basic instructional phase of physical education is a third variable which lends itself to change in order to meet the demands of large enrollments. Many suggestions have been offered for program change: larger sections, fewer course offerings, concentration on team sports. These do not appear to be acceptable solutions for the problems arising out of enrollment increases, but have been utilized in the past.

A significant movement to eliminate any general university requirement is apparent in our institutions of higher learning. Several schools in the Western Conference have eliminated compulsory requirement of the reserve officers training program. Physical education has been changed from a general compulsory requirement to an elective program in many institutions. At least one school has removed English composition as a general requirement. Each of the above examples is indicative of the changing concept of general university requirements.

At the 1960 Annual Meeting of the CPEA, Donald R. Mallett, Executive Dean of Purdue University, expressed the opinion that the trend of eliminating the physical education requirement would continue and even become greater in the years ahead. His suggestion was to orient the intramural program to serve a broader concept. This philosophy is now incorporated in the program offering of Purdue University.

Richard E. Jamerson, University of North Carolina, indicated, in a report to the 1960 CPEA convention, that consideration might be given to awarding credit for proficiency in sports activities. While this idea has not been widely practiced, a trend in this direction is indicated, and might be a possible solution to the problems of large enrollments. Proficiency examinations could be interpreted as a deficiency program and not considered a part of a university education.

If a proficiency examination is used to exempt certain students, the question of what type of examination is paramount. Motor fitness, motor ability, and sports proficiency evaluative devices have been used for this purpose. Standards required for passing competency or exemption are complex problems.

Recently, programs of physical education have included orientation

or guidance courses as the first requirement for all students.

Basic instructional programs have in general increased the number and variety of course offerings. By utilizing other campus and community facilities, such as bowling lanes and golf courses, additional students are served.

The practice of scheduling certain activities on a coeducational basis has resulted in the more efficient use of faculty and staff.

Summary

In addition to the problems of inadequate facilities and insufficient staff created by additional students are many other interrelated issues. Questions of budget limitations, insufficient equipment, and pressures for more academic requirements are but a few of the issues to be resolved by our profession.

These problems are not insurmountable. Careful long-range planning for additional facilities and faculty, constant interpretation of program philosophy and needs, and a sound basic program will help meet the challenge of increased enrollments.

RESEARCH AND THE BASIC INSTRUCTIONAL PROGRAM

Ben H. Massey
University of Maryland

The purpose of this paper is to establish a base for the discussion which is to follow in the interest group. Consequently, in this presentation, questions will be raised rather than answered. Responsibility for answering these questions and the others which undoubtedly will arise during the discussion to follow can be assumed more adequately by those of you who are more intimately involved in the basic instructional program than am I.

A subject as broad in scope and with as many implications for the whole of physical education as this one cannot be treated with any degree of adequacy in a presentation as brief as this. Therefore, the subject must be treated in a light and spotty fashion, touching only upon a few major ideas which, to the speaker, seem of some importance. Four major questions will be raised, and these amplified by subquestions and comments. These questions, obviously, are not the only ones which could be raised. Perhaps they will serve, however, to tap streams of thought which will raise other questions more pertinent to the subject.

Before proceeding further and at the risk of seeming trite, let us do what is normally done in such situations, and come to some agreement as to what we mean by research. Research, as used in this paper, is not synonymous with the use of test tubes, bunsen burners, and dynamometers as some think of it; albeit, these might be useful in physical education research. Neither is it considered as synonymous with writing and publication, although a worthwhile piece of research should

lead to publication. Nor, is it thought of simply in terms of data collection and puttering, even if these are necessary chores associated with research. Research, rather, is thought of as a scholarly and disciplined search for truth, irrespective of the method used. Research in this sense is a part of true scholarship and is a function deemed of considerable importance in institutions of higher learning.

Let us turn now to the four questions to be posed. The first, and perhaps the most basic of the four, is as follows: In what ways and to what extent is research important to, and a responsibility of, the basic instructional program in physical education? An answer to this question cannot be as easily given as one might initially suppose. This is a two-pronged question which in reality asks: (1) Is research important to the welfare of the basic instructional program? and (2) Does the basic instructional program have a function in, and an obligation to contribute to, research in higher education?

The pros and cons of these two aspects of the question can be discussed at some length. The first aspect of the question concerning the importance of research to the program leads to other questions. For example, is physical education so well-established and so widely accepted that the validity of the program need not be tested through research? Perhaps what is needed is not research as such, but rather a compilation of all of the source materials now available supporting what we already know to be true concerning the value of physical education. Such a compilation presented in a persuasive fashion undoubtedly would have a tremendous impact upon those who have the final say concerning physical education as a requirement. But, someone asks, do not we as educators have a continuing responsibility to examine and test the validity of our program? How much do we really know about the value of physical education and all of its ramifications? Are we certain, for example, that the person subjected to our basic instructional program actually is better off than his counterpart who participates in sports only on an ad lib basis?

And what about our methods and techniques of teaching? Are we entirely satisfied with these, or should we continue to investigate in an effort to upgrade our profession in this respect? There are those who believe that physical education is entirely an art and because of the many individual differences in both instructors and students, that research is only pertinent to a specific situation and therefore is of questionable merit. And so it goes.

Turning to the second part of the question, which has to do with an obligation to engage in, or cooperate in research, it might be observed that one of the primary functions of higher education is the discovery and organization of knowledge. Research plays an important part in this. Therefore, one assumes that every phase of higher education should contribute to this aim. But, should those responsible for teaching in the service program be expected to actively engage in research? Do instructors in the basic instructional program have an obligation to encourage students to serve as subjects for research or is this a form of exploitation? It might be justifiably claimed, however, that the students who serve as subjects not only contribute to the improvement of physical education but also have a valuable experience. At best, policies controlling this practice should be worked out after some

rather careful thought.

The second major question is this: Assuming that research is of importance to the basic instructional program, do those individuals in charge of the programs actually want research? Genuine research is both arduous and time-consuming. It is one of the hardest tasks one encounters in academic circles, or elsewhere, for that matter. Do the directors and instructors in the basic instructional program want research enough to make the necessary sacrifices? Or is it that they want research only if the work can be relegated to someone else? There is a popular misconception that research is fun. To talk about research is fun, and to pose as a research expert without doing any might be fun, but research itself is plain, hard work. It is challenging, and one may be motivated by curiosity, but research is not fun.

Furthermore, I wonder if we really want the hard scrutinizing eye of research focused on our program? Research has no feelings. Findings fall where they will. They condemn as well as support. Isn't it just possible that research directed toward examining the value of the basic instructional program might come up with unfavorable findings? Perhaps what we really mean when we say we need more research regarding the basic instructional program, particularly when it is under attack as a requirement by outside forces, is that we need biased information obtained in the name of research.

In this connection, I am reminded of an incident which happened to a friend. This individual received a phone call early one morning. The director of the women's physical education program was calling. It so happened that at that particular time the required program under her direction was under attack. The purpose of the call was to make a request in a rather accusing way that the researcher stop his own projects and direct his efforts toward research which would support the required program in its battle for survival. In reply he asked if she would be willing to accept the findings of his research, should they prove negative. A moment of heavy silence ensued, terminating in the click of a replaced receiver. Do we really want to submit our programs, our methods, and our personal prejudices to the unbiased scrutiny of honest research?

Now for the third major question: Assuming that an affirmative answer has been given to the first two questions, which of the problem areas relative to the basic instructional program are in the most critical need of research? In commenting on this question, one should observe that contrary to the opinion of some, much of the research now reported in the Research Quarterly, Journal of Applied Physiology, and similar periodicals, has a direct bearing upon practices and procedures in the basic instructional program; and one of the great current needs is for knowledgeable individuals with a special interest in the basic instructional program to synthesize this material into a useable form. Much of the material now lying dormant would answer many of the current pressing questions.

But, what are the problem areas in which research is most urgently needed. May I suggest four general areas as a starter: (1) What is the real value to the student of the basic instructional physical education program at the college level? Is physical education of sufficient importance to warrant it as a requirement in over 80 percent of the

institutions of higher learning, as is now the case? And if it is this important, particularly in terms of the immediate physical and mental needs of the student, shouldn't it be a four-year requirement? (2) How important to the welfare of the individual in terms of daily living efficiency is physical fitness as we conceive of it? Is there a relationship between physical fitness and success of various kinds? If such a relationship exists, is it a causal one? (3) In what ways and to what extent do we influence the personal philosophies and the ethical behavior of those who come under our influence in the basic instructional program? (4) How effective are our present teaching methods, or are there laws of motor learning yet to be discovered which we are routinely violating? There is some evidence that students learn despite the teacher, not because of him.

The last general question to be posed and one which is rather prosaic is simply this: Assuming that research is needed, who is going to do it? Will it be the responsibility of those teaching in the basic program or will it be shuffled off on that class of individuals nebulously referred to in our profession as "researchers"?

The difficulty in delegating this research to the researchers is rather obvious. There are so very few of them. Should they be drawn away from their rather fundamental projects to engage in the more applied problems? On the other hand, those teaching in the basic program not only are heavily loaded with classes but also are seldom trained in the disciplined approach demanded by research. Perhaps the answer lies in lightening the loads of certain individuals teaching in the basic program who have research interests and having them carry the major responsibility in this area. Another possibility is developing a whole group of research specialists who are experienced in and primarily interested in problems in the basic instructional program. Such individuals would have to be given the time and financial support to get the job done, and this doesn't mean 70 percent of their workload. It means 100 percent of their workload. The final answer to this question, as with the others posed, rests with those responsible for the basic instructional program.

BASIC INSTRUCTION WORKSHOP REPORT

Rico Zenti
Wayne State University

The second part of the Basic Instruction Workshop session consisted of five group meetings, each attended by from 15 to 25 persons. The following reports were presented to the entire group which was reassembled for the final part of the three hour session.

GROUP 1 History and Philosophy - Earle Zeigler, Recorder

A considerable part of the discussion time of the group was devoted to a further clarification of Dr. Wireman's excellent presentation. Dr. Wireman had stressed the need for a program that (1) "educated for

liberty," (2) related physical education to the totality of man, (3) developed the vitality of a "citizen-participant," (4) related the history of physical education to the present, and (5) helped students to develop human resources.

The group felt that these objectives were sound. It was urged that the methods for achieving these objectives be continually reassessed and evaluated.

It was stressed further that the predominant philosophy of the culture would have great influence on the type of physical education offered. The point was made that America is said by some to have an "idealistic super-structure" and a "materialistic base." The leading philosophy of education in a particular institution will have great influence on the physical education program that is offered.

Our task would appear then to be outlined as follows: (1) each staff member must constructively establish his own philosophy of life, education, and physical education; (2) he must search for philosophical consensus locally, and at the state, national, and international levels in order to best interpret the goals of physical education to the consumer; and (3) the professional physical educator should make every effort to explain his position to his colleagues in other subject-matter fields. The ultimate goal would be the integration of a sound Basic Instruction Program into the educational pattern.

GROUP 2 Identifying and Communicating Practices - Max Cogan, Recorder

The spirited discussion that took place was a clear indication that Mr. Haslinger had addressed himself expertly to the problem of disseminating desirable practices. The need for sessions designed to solve problems rather than point them out was stressed.

It was stated that the AAHPER Journal tends to be all things to all people, and that perhaps there should be a periodical which dealt rather exclusively with the practical problems in the field. The Physical Educator was cited as a fine clearing house for disseminating desirable practices. It was suggested that state newsletters serve as the medium for presenting successful practices, thereby freeing the Journal to deal more with philosophical and theoretical problems. On the other hand someone stated that an AAHPER evaluation committee may recommend the reduction of publications.

Mr. Haslinger's evaluation of desirable practices at the Service Academies may well be expanded and serve as a pilot study to explore the implementation of his proposal for the CPEA. Once a basic group of desirable practices had been identified, there would remain only the need for periodic evaluation and refinement.

GROUP 3 A Developing University Program of Basic Instruction - Richard C. Havel, Recorder

The discussion of the group assigned to the topic area presented by Frank McBride focused upon problems of basic instruction programs

and means for their improvement. Much of the commentary centered around possibilities for creative approaches to program development and the provision of a meaningful educational experience for students enrolled in physical education. There appeared to be a consensus which viewed physical education as a part of the general education experience of all students on the college level.

Major points of discussion included:

1. The importance of considering institutional differences in the development of basic instruction programs in physical education as related to students, faculty, facilities, and objectives.
2. The possibility of demanding more of students in physical education both intellectually and physiologically, thereby providing a more challenging program content.
3. The promising developments in exploratory and foundational courses in basic instruction and the desirability of following the progress in institutions where such courses are in effect.
4. The desirability of retaining some activities in the basic instruction program which contribute to fitness and continuing to provide a balance of activity content.
5. The need for greater attention devoted to the motivational aspects of participation in college physical education programs.
6. The use of individual test profiles for guidance purposes in helping students to realize maximum values from programs of basic instruction.
7. The recognition that the educational potential of basic instruction programs has not been fully exploited and offers promise for curriculum experimentation in the future.

GROUP 4 Meeting the Challenge of Increased Enrollments - Roman Gingerick, Recorder

The group's deliberations following Dr. Cousins' challenging presentation may be summarized as follows:

1. Greater use of facilities may be attained by:

   a. Instituting classes on Saturdays.
   b. Scheduling more early morning and later evening classes.
   c. Offering courses during summer sessions.
   d. Planning multi-purpose use of facilities when constructing new buildings, and/or converting old spaces.
   e. Utilizing available community resources such as bowling alleys, swimming pools, and golf courses, with the student paying part or all of the additional cost.
   f. Lighting outdoor areas to secure several extra hours of usage.

   Note: There was some feeling that the staggering of classes to use gymnasiums while other classes showered might create more problems than would be solved. Classes

might then conflict with the times of other scheduled courses, and an undue load might occur in the showers and dressing rooms.

2. Staff considerations:

   a. Major students may be assigned with instructors to intensify the instructional phase of the program. This would call for a careful consideration of the safety and legal implications.
   b. Graduate-student instructors profit by this kind of inservice training. Properly supervised, this medium can stimulate and unify the program.
   c. Coeducational classes, with either men or women or both providing the instruction, offers greater program flexibility.

3. Program:

   a. The alternating of lecture and laboratory periods allows for more extensive use of both facilities and staff. The academic aspects of this type of offering may have value.
   b. Double periods for certain course offerings, such as bowling and camp crafts, saves time for both the students and faculty.
   c. The concentration of activities, such as golf, into half of a semester or quarter, makes greater use of such outdoor facilities.

GROUP 5 Research Is Important to the Basic Instruction Program

1. The group agreed that research is important to the Basic Instruction Program.

   a. Two separate approaches, as to need, were discussed.

      (1) Effect of program on individuals.
      (2) Research justifying the place of physical education in higher education. Group was not in agreement as to whether or not physical educators should attempt to do this.

2. The group felt that there was considerable research available on the effect of exercise on the individual, but questioned the amount of research evidence available showing the effect of a specific physical education program.

   a. It was suggested that perhaps we should examine what parameters can be changed by a vigorous physical education program.

      Examples: cardiac responses, neuro-muscular relaxation, body weight. This information, if made available, would

not necessarily assure the retentions of the requirement. Interpretation, showing how this helps a person to better use his mind as a result of these changes, would be needed.

b. The group believed there was a need for more psychological and sociological research in proportion to physiological research. The tools furnished by psychologists and sociologists appear to be inadequate, making it difficult to do research in these areas.

3. Suggestions and discussions.

a. Many statements of physical educators and coaches are not "truths," especially pertaining to "wonder drugs and diets" and "character building."
b. It is important to perform research to establish "truths." Physical educators must perform the research that furnishes the foundations of their disciplines. The interpretation of research is important. It should be written for the general public as well as for the profession.
c. Research studies might well be prepared in popular form and printed in magazines with a wide circulation, such as the Saturday Evening Post.
d. Popularized as well should be basic concepts. Few persons are attracted or stimulated by the thought of walking 36 miles to lose a pound of fat.
e. There was some question concerning the extent to which students in the required program may be used as subjects for research.

4. The group did not have time to discuss all of the very pertinent questions raised by Dr. Massey's excellent paper.

HIGH SCHOOLS CAN BE HELPED TO IMPROVE THE STATUS OF THEIR INTRAMURAL PROGRAMS

David O. Matthews
Bowling Green State University

A recent study of intramural programs in a random sampling of high schools has revealed certain desirable characteristics which are very widespread. In the first place, there seems to be strong affiliation between required physical education programs and intramurals. Secondly, there is encouraging evidence of student-director cooperation as indicated by the use of student assistants and the prevalent practice of selecting team members through cooperative decision. Also it is fortunate that most of the high school intramural departments are subsidized by the board of education through the physical education budget and are therefore free from dependency upon athletic gate receipts. Finally, it is encouraging to find that there are schools with intramural programs which measure up to, and in some respects even surpass the established criteria agreed upon by experts.

On the other hand, although the study has described the practices of some outstanding programs of intramurals, it has also revealed that these programs comprise only a small percentage of the whole. Not only are there not enough well-administered programs but there are many schools which present no opportunity at all for intramural activity. The development of intramurals has not kept pace with that of varsity athletic programs. This is in spite of the fact that the philosophy supporting an intramural program, that of providing play opportunities for all, is directly in line with modern educational thinking. Too frequently all the facilities and time at the disposal of the school are devoted to the sponsorship of an athletic program which, by its very nature, caters only to the few. It is unfortunate that while all the schools surveyed in the study have varsity athletic programs, less than three-fourths offer intramural programs, and most of these are inadequate.

In addition to pointing out the need for more intramural programs and for better administration of those already in existence, the study has also drawn attention to marked deficiencies in the administration and operation of the programs. Most outstanding and grave are the following needs:

1. More time should be devoted to intramural program direction.
2. A shift from the noon hour to the after-school hour for the bulk of intramural play would be highly desirable.
3. Each program should be guided by a clear philosophy and objectives paralleling those of general education.
4. The sports program should be broadened to include a greater range of sports in order to vary the wide-spread pattern of the basketball, softball, football, and volleyball combination.

5. There should be greater effort expended to include in the program more sports with carry-over value.
6. Greater use should be made of community facilities to supplement those of the school.

Less vital but also worthy of attention are the following:

7. Student responsibility should not be limited to officiating but should extend into advisory and administrative areas.
8. There should be wider use of award plans in order to increase participation and recognize achievement.
9. More attention should be given to the basic health requirements of the participants through mandatory pre-play physical examinations.

These recommendations have been given in the light of the most outstanding weaknesses in the intramural programs which have been brought to the fore by the statistical findings of the study. The writer, however, has one further observation to make--one which is based upon impressions received during the interviews and visits made in connection with this survey. The writer's opinion has been confirmed that the mainspring of any intramural program lies in its leadership. Through the observation of programs in operation, the writer has found that wherever there is an enthusiastic director, there is invariably a lively program, regardless of the size of the school or of the obstacles encountered. Almost any handicap has been seen to be overcome or at least minimized by supervisors genuinely interested in providing their players with the very best opportunities possible. On the other hand, there are large schools with extensive athletic programs which have very little if any activity in intramurals. Too often this is the result of apathetic or disinterested administration.

How can enthusiastic leadership be fostered? In this writer's opinion, much can be done in the colleges which train future administrators. If all physical education majors were required to take a specialized course in intramurals including actual administration of the college program, these students would go to their teaching or coaching positions not only sympathetic with the needs of intramurals but also trained either to inaugurate a program or to carry on in the administration and improvement of one already in operation.

Of course, greater effort could also be expended to call the attention of the general public to the needs of intramurals. Educational journals, popular periodicals, and newspapers could be used to a greater extent for such promotion.

Furthermore, if a college emphasized the values of intramural participation and presented an example of an effectively administered program, the entire student body would be more likely to develop favorable attitudes toward intramurals. Thus, by reaching not only potential directors but also future high school administrators, faculty members, and even parents, our undergraduate colleges could play a vital role in improving the status of high school intramurals.

IDEAS FOR INTRAMURALS

Pat Mueller
University of Minnesota

It has been suggested that there are no new ideas but rather old ones which have been rearranged. Another theory is that there are millions of ideas existing in the universe just waiting to be developed in the minds of men. Regardless of the original source of ideas, the fact remains that man's mind is the immediate source familiar to most people.

There are several individual and collective methods used to produce new ideas. Among them are buzz sessions, group thinks, imagineering, idea clinics, brainstorming, and suggestion boxes. Some rules stress a quantity of ideas in a short period of time, uninhibited thinking to produce wild ideas, combining or modifying existing ideas, and delayed criticism or evaluation of ideas. Elimination of the judgment factor while the ideas are in production usually serves as incentive for greater creativity.

The extent to which the storehouse of ideas is utilized varies greatly with our willingness to look for and accept new and unique ideas. Traditional, habitual thinking is perhaps one of the most realistic stumbling blocks to ideation. Frequently, individuals respond to new suggestions with "we tried it once and it didn't work; if it had any merit, the idea would have been used long ago; it is too expensive;" etc. Behind this narrow thinking may be egotistical selfishness which will not permit us to believe that anyone could possibly have a better program than the one we now administer.

Intramural directors should try to understand the relationship of the ideative process to problem solving. Instead of immediately rejecting a new suggestion, we should approach it with the open-minded thought of "why not?" As we search for the best way to do a certain thing, it would seem advisable to think that the idea hasn't been thought of yet, and then proceed to think it out. After finding an acceptable solution for the present problem, the evolutionary process indicates that the best method still remains in the realm of the unknown. It seems to be a never-ending process, as we understand it, but the result is constant improvement for our intramural programs.

With some of the foregoing thoughts in mind, a survey of several hundred colleges and universities in the United States and Canada was made to uncover some ideas for intramurals. Persons in charge of intramural programs were asked to report the newest idea utilized in their programs and also any other intramural idea, regardless of its source.

Selected ideas from the survey are presented below. Not all the ideas are listed because some of them are reasonably obvious to most intramural directors and space does not permit a complete listing. Additional information about any item may be obtained by contacting the writer. It is hoped that these innovations will produce additional ideas by association and adaptation and that administrators of good intramural programs will be stimulated to administer better programs.

Selected Intramural Ideas

Activities

1. Include President Kennedy's physical fitness test as an intramural activity.
2. As a variation for swimming, schedule a night-shirt swimming relay in which one pajama top or sweatshirt is used per team. A swimmer must swim and remove shirt and pass to the next participant.
3. Use Operation Fitness, U.S.A., as a track and field activity.
4. Offer 5-pin bowling the first semester and 10-pin bowling the second semester.
5. Conduct a three-man team basketball tournament prior to a regular five-man team season.
6. Call the all-school championship touch football game the _____ Bowl game.
7. Play broomstick polo on polo ponies with corn brooms and a volleyball.
8. Play soccer-volleyball, using head and feet rather than hands. Otherwise, the rules are the same as regulation volleyball.
9. Promote square dances in place of a steady diet of recreational sports.
10. Schedule a photography contest as an intramural activity and use the best action pictures in each sport for the college yearbook and intramural handbook.
11. Play "quick" chess with a time limit of one minute for each move.
12. Use a bicycle instead of a baton in a track relay (referred to as a cycle relay).
13. In a relay cross country turkey trot, have 20 men to a team. Each member runs 440 yards or a total of five miles. The winning team receives a 20-pound turkey.
14. Have the intramural track meet consist of relay races: 440, 880, 1 mile, 2 miles, 400-yard coed shuttle and also relay field events using cumulative height or distance.
15. Hold distance walking races ranging from 1 to 5 miles on a challenge basis.
16. Consider touch football as a spring sport as weather for softball is more ideal in the fall.
17. Have the gym open for free play activity which is an important part of the over-all intramural program.
18. Play an all-star touch football game for the benefit of the campus chest.
19. Have intramural skiers ski on plastic substances. There can be a 15-meter jump from the roof of the gymnasium and a cross country run which consists of a 200-meter course (several laps).
20. Lay out a nine-hole golf course on the practice football field and use plastic practice balls to eliminate hazard of being hit by stray balls.
21. Follow coeducational fish-o-rama with a hot dog roast.
22. In a "mountain climb" (steep hill), have participants finish the ascent and descent with a 220-yard sprint on level ground.
23. In an intramural relay carnival, have coeducational teams compete in 6 relay events. Following the relays, participants and spectators utilize the facilities for free play.

24. Hold a triathlon -- an activity which provides competition in cross country, swimming, and marksmanship.
25. Transport cross country participants by bus to the country for a genuine cross country run.
26. Offer tackle football with teams coached by senior physical education majors.
27. Hold campus fitness drive, integrating it into the intramural program by setting up records for push-ups, sit-ups, agility runs, etc. Students are anxious to get their names on a large colorful record board in the main gymnasium.
28. Follow the regular cross country race for men with a women's cross country race over a shorter course.

Awards

1. Ask local merchants to donate the following prizes for a cross country "turkey run": 1st-turkey, 2nd-goose, 3rd-duck, 4th-chicken, 5th-pigeon, 6th-dozen eggs, 7th-1/2 dozen eggs.
2. Conduct a cross country pilot trot in which the winning organization is awarded a turkey. Competing organizations donate food which in turn is given to a needy family for Thanksgiving.
3. As a variation for the cross country "turkey trot," award the first eight runners to cross the finish line with a turkey dinner on the evening of the race and have it served by the losers.
4. Present individual trophies (Oscars) or plaques to all members of the winning team and members of the all-star team.
5. Present an award to the outstanding manager of the year.
6. Use speed graphic camera to give teams action pictures taken on the spot of activity.
7. Insert a picture of the championship team in the photo plate of the trophy.
8. Use a polaroid camera to take team pictures and present a print to each member of the winning team.
9. Do away with all medals, awards, trophies for intramural participation.
10. Ask a famous sports personality, local or national, to present awards at banquet or recognition night.
11. Arrange a combined athletic banquet for intercollegiate and intramural sports.
12. Award a trophy of trophies in three major fields: varsity athletics, scholarship, and intramural athletics.
13. Stage an "honor day" during which recognition is given to all participants and especially all award winners.

Equipment and Facilities

1. In a tennis match, have each player furnish three new balls. The loser receives the used balls and the winner gets the new balls for his next match.
2. Use vests of different colors to distinguish the teams in touch football.

3. Identify intramural officials and student managers by furnishing colored shirts.
4. Provide several shades of dye for each of the basketball teams so they can dye their T-shirts to aid in distinquishing teams.
5. Decentralize equipment check-out rooms on the campus instead of having one central location.
6. Furnish basketball and football shirts for the various teams which compete in the program.
7. Have team managers check out equipment for the entire season. This eliminates responsibility of officials checking out equipment.
8. Use hard rubber bases with straps attached to medal pins which fit into metal sleeves in the ground. Provides for easy installation and removal.
9. Fifteen inches of dirt are being put on the top of a parking ramp. The play field will be used for intramural touch football, etc.
10. Eight handball courts have been constructed under a parking lot which is at ground level.
11. Provide outdoor, multiple-use, hard surface for such activities as handball, basketball, volleyball, badminton, and tennis. Movable posts are placed in pre-set holes to accommodate a particular sport.

League and Tournament Methods

1. Tell students who will play with what teams instead of giving them voluntary choice.
2. Organize intramural basketball games on the spot among students who are just shooting baskets. Provide officials, equipment, and "quickie" abbreviated tournaments.
3. Conduct activity classes for faculty and staff members from which intramural teams evolve.
4. Select eight team captains and give them each two thousand points to be used in buying players for their teams. All players are classified A, B, C, and D. Team captains then choose members from each group, bidding points for players not to exceed a total of 2,000.
5. Use physical education service classes as units of competition.
6. During the freshman year teach required physical education students the 15 types of intramural activities. Following each activity, intramural competition is conducted within the gymnasium class. This provides a good basis for the voluntary intramural program during the upper class years.
7. Divide the entire school into two color groups from which class teams are selected. Points are awarded to the various teams and the color group with the greater total at the end of the year receives a 36-inch trophy.
8. The intramural director appoints basketball captains who in turn choose two players from interested students. The remainder of the squad is chosen by the captains from skill levels determined by a basketball skill test.
9. Trade intramural players between teams for a price of $1.00. The manager and players concerned must agree and trades must be

completed by a specified deadline. Financial records are kept in the intramural office and funds are used only for awards.
10. For individual sports tournaments, have all entrants meet at a specified time, have drawings made, and complete at least the first round at this time.
11. Play a round robin volleyball tournament in one evening.
12. For double elimination tournaments, use black type for winners' names and red type for losers' names.
13. Have one male faculty member and one male student make up one entry in a handball doubles tournament.
14. Schedule a recreation league in which no wins or losses are recorded.
15. Use points for games won and lost to determine the final standings as follows: 3 points for a win, 2 points for a loss, and 0 points for a forfeit.
16. Have organizations enter third, fourth, and even fifth teams in a "mullet" league in which there are no points, no awards, just fun.
17. Name bowling champions in numerous leagues during fall quarter, winter quarter, and spring quarter. At the end of the year, all of the league champions meet in an all-year, all-school bowling championship rolloff.
18. To increase participation in basketball, divide each team into two squads. Each squad plays two quarters of the game. The result is double participation without increase in time or facilities.
19. Award franchises to groups rather than just admitting any team. If a team forfeits, it loses its franchise.

Officiating

1. Use regular high school tackle football officials in the touch football program. The number of injuries is reduced with good officiating.
2. Assign basketball officials from the local officials' association.
3. Deduct participation points if teams fail to provide officials for their own games.
4. Pay team sports officials and give a post-season bonus to those who perform with a superior rating. It has improved officiating tremendously.
5. Have team managers rate the officials on performance and the officials rate the teams on sportsmanship.
6. One school has not had officials in touch football for 40 years.
7. In order to get back to the "spirit" of play, teams supply their own officials in baseball and volleyball.
8. Use women students as officials for men's basketball and softball.

Publicity

1. Have the sister sorority of each fraternity sponsor pep rallies and provide the cheerleaders for each game.
2. Have an intramural suggestion box and answering service for questions, suggestions, and criticisms. Post answers on bulletin board

for everyone's benefit.

3. On a "board of champions," include the pictures of all of the intramural winners.
4. Use spotlights focused on the players as they are introduced prior to the championship basketball game.
5. Enlist "air" from faculty members residing in student dorms to encourage more student participation.
6. Employ student photographers for championship events to produce pictures for the "intramural highlights" bulletin board.
7. Mimeograph a program for the championship games, listing players, numbers, won-lost records, season scores, etc.
8. Pay a student reporter to cover intramural activities and write a a weekly intramural column for the student newspaper.
9. Pay intramural student writers on the basis of the number of inches in print that appear in the student newspaper.
10. Broadcast over the campus radio station daily or weekly live and recorded interviews, results of games, schedules, highlights of games, etc. Also broadcast championship games, meets, etc.
11. Distribute mimeographed copies of intramural chairman from all organizations with a directory of telephone numbers, addresses, etc.
12. Use colored paper for scheduling: yellow-independent, blue-fraternities, green-special announcement, pink-point totals, etc.
13. Publish an intramural communique to supplement the student newspaper.
14. Use pictures in promoting intramurals, including championship teams, runner-ups, and action shots for the school paper, yearbook, and handbook.
15. Develop a motion picture for use in freshman orientation.
16. Broadcast the intramural basketball game of the week over the student campus radio station.
17. Aim broad publicity program at the student who likes to read about himself in the college and local papers.
18. Introduce a particular season with a play night or sports night in which students, faculty and staff participate in upcoming activities.
19. Use a loudspeaker system for conducting an intramural track meet or cross country run.

Rules and Regulations

1. In touch football, determine tie games by the team which has the greater number of first downs. If the first downs are also tied, the ball is placed at the center of the field for eight alternating plays. The team which finishes on the opponents side of the fifty yard line is the winner.
2. In touch football, permit blocking only on the line of scrimmage by linemen. There is absolutely no blocking in the backfield.
3. Play tackle football under supervision of physical education department. There are less injuries than previously when touch or flag football was played.

4. In touch football, allow a team three forward passes anytime it is in possession such as on a snap from scrimmage, an intercepted pass, and a kick.
5. Play touch football with 15 plays per quarter instead of a timed period.
6. In touch football, minimize injuries by removing the goal posts. All points after touchdowns are from the ten-yard line via a pass or running play.
7. Shortening touch football field to 60 yards with ten-yard end zones produced the following results: Scoring is 60 percent higher, 98 percent of the kicks go over the end line, thereby eliminating run-back injuries, and sudden death games have been reduced from 32 in the previous year to 4 in the current year.
8. Play tag football with no contact of any kind. A pass may be made any place and in any direction.
9. In touch football, use no inbounds marks. The ball is always placed at the center of the field.
10. In touch football, use only the basketball type of screen as a block. There is very little contact because a player must stop or change direction if an opponent moves into his path.
11. Rule any kicked ball hitting the ground (including a muff) inside the defense 20-yard line or end zone as a touchback.
12. For track and field, throw 6-pound medicine ball and 12-inch softball instead of shot, discus, or javelin.
13. In volleyball, score a point on every serve rather than only when the serving team scores.
14. In volleyball, have no deliberate interchange of positions and areas.
15. Play tennis matches on the basis of the best five out of nine games rather than two out of three sets.
16. Play handball with a tennis ball instead of a regulation handball.
17. Have a new pitcher every inning in slow pitch softball.
18. Permit "pickups" to be used by teams which do not have a full complement at game time. They can be used only if their opponents agree and may play only once for a team during a particular sport. In softball, pickups cannot pitch.
19. Permit two foreign students to play with each small fraternity and one foreign student to play with each large fraternity team.
20. Require participants to sign eligibility cards which certifies that they are eligible according to the intramural rules and that they will play on only one team.
21. Require participants for basketball and volleyball to show passports at each contest.
22. Take away participation points if a forfeit occurs.

Scheduling

1. Schedule activities in the late afternoons for the commuters and in the evenings for the on-campus students.
2. Make schedules one year in advance, give intramural managers the entire year's schedule in September, and send out reminders only.
3. Schedule leagues on Saturday morning as a relief from late after-

noon labs.
4. Schedule fraternities and independent groups in the same league.
5. Schedule intramurals on weekends in attempt to keep students on the campus.
6. Allow ten weeks for a 30-mile swim in the pool.
7. Conduct field events one day and running events the following day for a track meet.
8. Schedule intramural activities during a free hour when no classes are held.
9. Have the all-university champion team play the varsity freshman team in a preliminary game to the final varsity basketball game.
10. Allow no postponements once the weekly schedule is released. Conflicts may be registered prior to the release deadline.
11. Use a basketball scoreboard clock to time basketball games simultaneously on three different courts. Time runs continuously.
12. Have the top qualifiers of a free-throw contest "throw off" at the half time of a varsity basketball game.
13. Schedule exhibition games in various sports prior to the regular league schedule to familiarize old and new players with rule changes, etc.
14. Arrange for the cross country meet to end at the half time of a soccer or football game. The finish line is the middle stripe or 50-yard line.

Other Areas

1. Have alumni members serve as coaches of intramural teams.
2. Give quizzes to student managers to determine their knowledge of the intramural program.
3. Have organizations or teams represented at managers' meetings in order for them to continue in intramural competition.
4. Provide room scholarships for dormitory intramural managers.
5. Hold a luncheon the first week of each month for all intramural managers.
6. Elect a student committee for each team sport to establish rules and policies and to decide on protests.
7. Use IBM machine to register and tabulate results to determine those participants who are eligible for intramural letters. Also compute student participation in each of the activities to help evaluate the program.
8. Have the entire intramural program organized and supervised by students enrolled in an "organization and administration" course.
9. Combine college union, intramural, and student activities programs into a division which is under the jurisdiction of the campus recreation director.
10. Require the men and women physical education majors to be more concerned about the physical fitness of the entire student body.
11. Require teams to pay a $5 deposit for paying officials and purchasing awards.
12. Base the pay for tournament supervisors on number of entries secured minus the number of forfeits during tournament play.

13. Fine teams $3 for a team forfeit and 25¢ for an individual forfeit.
14. Charge a registration deposit in activities that involve crowded facilities. The fee is returned when commitments have been fulfilled.
15. Arrange extramural competion among intramural teams representing colleges in the state.
16. Require students to participate in the intramural program to qualify for the extramural program.
17. Hold extramural competition in the form of play days. No awards are given and teams play just for fun.
18. Have a person trained in first aid in attendance at football and basketball games.
19. Through a student health insurance plan, cover all injuries in intramural sports. Medical doctor is present at all intramural football games.
20. Give participation points to organizations for attending intramural council meetings rather than docking absentees.

TRAINING OF OFFICIALS FOR THE INTRAMURAL SPORTS PROGRAM

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One of the most important items in building a good program of intramural sports is the quality of the officiating provided for the various contests. It can be a source of embarassment and trouble, or it may be a source of pride and stimulus to the development of the program. The provision of a high quality of intramural officiating should be one of the chief concerns of the intramural director. Good officiating is essential to improving the quality of the program and the satisfaction of the participants. Maintaining a high level of officiating is difficult because of the necessity of training many new men each year. For most of them, attendance in an officiating class is difficult because of academic schedules. Some learning of rules and technique is achieved by attending training sessions, but most intramural officials pick up their knowledge and techniques "under fire" in actual game situations. This may not be the ideal way to train officials, but it is a practical one for most intramural programs.

Officials are used in many sports in many different ways in various institutions. The sports in which officials are used most commonly are the team games of touch football, basketball, volleyball, softball and soccer, although it is not unusual for intramural officials to officiate at track and swimming meets, and many other team and individual sports. Boxing, wrestling, judo, fencing, gymnastics, weight lifting, and even table tennis benefit when they are officiated by competent officials.

Qualifications. The qualifications for an intramural official's position should be such that most students who apply will be given a chance to learn and progress to the status of a good official. A candidate

should be in good health, be somewhat experienced in the sports he wishes to officiate, be willing to study the rules and to learn techniques of officiating, and be able to accept criticism. The candidate should be emotionally stable and have a "thick skin" to withstand the abuse that comes to all officials at one time or another. Good size is an advantage to an intramural official, although not a necessity. Physical education majors often make excellent officials because of their backgrounds and vocational interests.

The Head Official. Within a large intramural program such as provided by many state universities, the responsibility of recruiting, training, assigning, and supervising officials is a major one. If the intramural director performs this task himself, he finds it a time consuming job which demands more than a reasonable share of time which might be better spent on the broader aspects of organization and administration of the program. A better program will result if the responsibility for officiating is delegated to an assistant. It may be done by a mature and experienced student, a physical education major, a graduate student assistant or a staff member. At the University of California, we find that experienced officials make good candidates for the position of head official which requires about twenty hours of work per week on the average for the school year.

Training. Good officials are the product of:

1. Interest in sports and playing experience;
2. Instruction through classes, examinations, clinics, and group discussions with fellow officials;
3. Constant study of the playing rules and game situations, keeping up to date at all times;
4. Experience in actual game officiating.

Nordly (1) has analyzed the qualities of the trained official as integrity, sincerity of purpose, fearlessness, and tact. The trained official also acquires a knowledge of the rules, ability to administer the rules, ability to command respect, judgment, and decisiveness. These qualities lead to increased player interest, improved play, and increased spectator interest. Intramural officials cannot be expected to acquire all these qualities in the limited time they have as students to devote to officiating, but the qualities of the trained official should be regarded as goals to which they should all aspire.

Rules and rule interpretations should be brought to the attention of officials frequently and discussed thoroughly in rules discussion meetings. Real knowledge of the rules is based not on rote learning, but by understanding the reasoning underlying the rules. In addition to knowledge of the rules and understanding their interpretations, they must be applied with the particular game situation in mind. According to

(1) Nordly, Carl L. "The Training of Officials." The Minnesota High School Bulletin, 20:2, Oct. 1945.

Bunn (2), this distinguishes officiating as an art rather than a science. Literal or mechanical application of rules may ruin a game in certain situations.

Officials learn in game situations through positive and negative experience. When an official is working well, the satisfaction gained will strengthen the ability to handle future situations, and when an official feels the ire or disgust of players, he will very likely be stimulated to improve his knowledge or technique to obtain the respect of the players. The head official or intramural director should constantly check the quality of work, and should assign less experienced or capable officials to work with more experienced men. If a large number of officials are employed, it is wise to keep a notebook on their work in order that their weaknesses in knowledge of rules and techniques may be recalled and remedied. Examinations on rules should be given periodically, but such examinations should be regarded as teaching devices rather than grading examinations. Examinations should be checked and discussed in the same session if possible.

In addition to acquiring knowledge of rules, intramural officials need to learn technique. Whistles must be blown at the right moment and with the right amount of energy. Nothing betrays an official's experience and lack of confidence as much as a weak and slow whistle. The official must move quickly to be in the right spot at the right time to cover the play. Beginning intramural officials are prone to several weaknesses. The excuse is often proffered that intramural teams wish to keep officiating at a minimum because games are slowed down. They should be instructed that the players must learn to play by the rules and that relaxed officiating leads to rough play and the danger of injuries and fights.

Inexperienced officials often tend to "make up" a bad call on one team by some sort of compensation in a future decision. This type of officiating can be disastrous and leads to many undesirable consequences. Intramural officials must learn to call the plays as they see them and let the chips fall where they may. On the other hand, intramural team captains should be educated to the idea that they cannot reasonably expect officiating of the same caliber seen at varsity games. They should be asked to be tolerant and expect their share of officials' errors they are inevitable in any intramural program.

Consistency in making decisions is perhaps the greatest of all virtues of the trained official, and it should be the goal of all intramural officials to gain the reputation for consistent enforcement of the rules. When the players know what to expect, the game will go smoothly. Intramural players sense when an official lacks confidence and firmness in game administration and will often take advantage of the situation to the detriment of the program.

Intramural officials must learn that hot tempers are common in intramural games, and that they must not get involved personally in disputes. Players must be treated sympathetically but firmly, and the officials should realize that a sense of humor is an asset.

As all intramural directors know, one of the best ways to silence

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(2) Bunn, John W. The Art of Officiating Sports. New York: Prentice Hall, Inc., 1950, p. 28.

the outspoken critics of intramural officiating is to offer the critics the opportunity to become officials themselves. This is a "put up or shut up" situation that really works and may provide a few good officials.

Even though the intramural official receives much criticism and little money for his efforts, he should be encouraged to hustle to achieve advancement, be given more responsibility in the form of more difficult assignments, when capable, and have the satisfactions of doing a better job and of making more money as his ability increases.

Uniforms. Intramural officials should be equipped and dressed as well as possible. Neat official uniforms will add to the respect for the official on the field or court. Sloppy dress on the part of officials should not be tolerated. Provision of equipment such as caps and shirts is desirable if the budget allows. Officials should provide their own whistles for sanitary reasons. Some intramural games are administered by officials with no uniforms of any kind. Such a practice has the disadvantage of the possible mistaking of an official for a player, and further, the lack of an official uniform probably will decrease the students' respect for the official. Sometimes officials are designated by such devices as red caps, T-shirts with the word "official" stenciled across the front and back, and by striped bibs or sleeveless shirts. While these may do the job when the budget is limited, a supply of regular officials' shirts is a good investment which gives the intramural official more pride in his job and helps him to gain the respect of the players. Striped shirts of good quality can be purchased in bulk lots for about $5 each. For football officiating, the striped shirt and cap, plus army suntan trousers, make a good combination. For basketball, dark trousers are preferable.

Additional duties. In addition to game rules and officiating techniques, intramural officials should have a general knowledge of the intramural rules and regulations and enforce them. Ineligible players should be kept out of games whenever the situation is known to the official in order to prevent forfeits and protests which are the bane of intramural programs. Officials should also be instructed in procedures of taking care of injured players and emergency first aid. Accident reports should be filed for every accident requiring first aid or medical treatment. Equipment should be properly checked out and returned to storage when games are completed. Officials should be instructed to recover game equipment promptly at the conclusion of the game to prevent loss to some souvenir hunter. Score cards should be properly filled out with names of all participants, the final score, names of officials assigned to the game, and any other information which may be useful to the intramural office. Any field condition needing correction should be reported.

Increasing Opportunities. As the quality of officiating increases among the intramural officials, they may have opportunities to officiate outside the program in recreational or school programs of various kinds. Through such outside experience, officials improve and make more money--a benefit to themselves and the intramural program.

However, such community services can cripple the intramural program if the best officials are lured away from the intramural program by outside agencies. To prevent this from happening, the intramural director and head official should be responsible for all outside assignments in order to prevent the possibility of such losses.

The formation of an officials' association will help in building an esprit de corps by giving recognition to the important part the officials play in the success of the intramural program. A picture of the group of officials in uniform might be published in the handbook or the names listed. An annual dinner or banquet will also help make this normally thankless job more attractive and the recruiting of capable officials easier.

Finally, the intramural official should realize that he is not only working for money, but is meeting a challenge which provides physical and recreational benefits to himself as well as the players. Dealing with his peers in situations of activity and competitive stress can develop leadership, self-control, and the ability to make decisions quickly.

PROMOTION OF INTRAMURAL SPORTS THROUGH PHOTOGRAPHY

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The old saying, "One picture is worth ten thousand words," may not be entirely accurate, but the idea has persisted. The scope and speed of communication through pictures is recognized, and in the field of physical education, great use has been made of photographic techniques.

In explaining a program to the public through any visual means, photographs add to the interest and understanding of those addressed. Most advertisements in magazines and newspapers use pictures to convey ideas to their readers. In promoting the suggested intramural sports program, photographs can be a strong factor.

Following are some suggestions which may be useful to those interested in stimulating interest in their intramural programs.

Action pictures taken of the various activities with the intramural program when given prominent display on bulletin boards and posters attract the attention of potential participants and help to build interest in the activities.

Championship team pictures, winners of tournaments, and outstanding performance recorded in pictures are recognition of achievement which stimulate interest and the desire of many participants to excel. It has been our experience at the University of California at Berkeley that displays of such pictures attract many viewers as demonstrated by the many requests for prints and negatives from the students. We keep a large scrapbook of action shots, team pictures, and outstanding individuals in order to preserve a visual presentation of the character of the program.

The intramural handbook is greatly enhanced by the addition of

pictures. We believe that the information contained in the printed portions of the handbook is more apt to be read by the recipients when there are pictures.

The basic tool for beginning photography as an aid in the program is, of course, the camera. Perhaps the most suitable type for all purposes if one is limited to a single camera is a good 2-1/4 x 2-1/4 instrument, capable of speeds to 1/500 second and with an aperture of f3.5 or larger. Such a camera will be able to cope with most outdoor action and lighting conditions, and the negative size has excellent enlarging possibilities. Cameras cover a wide range in price and quality, and in purchasing one, it is best to consult a reliable dealer. However, a new camera of this type can be purchased for less than one hundred dollars, and used cameras will be considerably less.

If it is possible to secure the use of a good 35mm camera as a second camera, this can be used for action shots more economically. The larger camera can then be used for team pictures and shots which need the greatest enlargement. The 35mm camera also has greater film capacity with 36 shots on each roll of film, while the 2-1/4 x 2-1/4 camera is limited to 12 shots on each roll. Each shot on fast tri-x film of 120 size for a 2-1/4 x 2-1/4 camera costs about five cents, whereas 35mm of the same speed film costs about three cents per shot. Film bought in bulk for the 35mm camera and loaded by the user can reduce the cost to about one cent per shot.

Cameras containing their own light meters take the guesswork and need of great photographic experience out of the picture-taking process, and eliminate the necessity of carrying a separate light meter to the scenes of action. Cameras with attached light meters and light value systems, or meters coupled with the lens, eliminate much of the work necessary in preparing to shoot without this convenience. Thus, with one or two simple adjustments, the camera is ready, and time heretofore spent on checking the preparation of the camera for shooting can be spent on getting the desired action or composition of pictures.

If funds are lacking for the purchase of a camera, it may be possible to borrow one from the audio-visual aids department, or arrangements may be made with a photography club for the taking of desired pictures. However, the most convenient arrangement is to have a camera available at all times for pictures when the opportunity arises. For example, the intramural supervisor with a camera in hand at the time of a championship contest can get pictures of both teams before the contest starts, action shots during the contest, and individual pictures of outstanding players during intermissions or after the contest.

Motion pictures in black and white and in color are useful in filming action which may be shown to interested groups, and to participants and officials in instruction sessions. The author has used this technique in acquainting large numbers of men with the rules and strategy of a particular variety of touch football. Slides can be used in the same way and can be made with the 35mm still camera. Color slides may also be used in the promotion of the program by setting up projection equipment in a gymnasium lobby or other location where they may be viewed by people passing by.

Once you have taken your pictures, it is necessary to develop the film and print the pictures. This can be done commercially, or again

it may be possible to work through a photography club. The developing of the film itself is quite inexpensive. For example, to develop a roll of 120 film commercially costs about 25¢, but considerable savings may be realized in making your own prints. Contact prints, which are the same size as the negative, are usually not suitable for display purposes. Prints 8 x 10 and 5 x 7 inches are good sizes for bulletin board and poster displays. With the use of a darkroom and all necessary equipment such as an enlarger, trays, and dryer, 8 x 10 inch prints can be produced for about 10 to 15 cents each, including the price of chemicals and photographic paper. Smaller size prints such as 5 x 7 inch can be produced for proportionately lower cost. The technique of enlarging and printing requires some study and practice, but it is possible to learn to turn out acceptable prints in a day or two. If one were to equip a darkroom for his own use, about $200 would be sufficient to get started. The most expensive item is the enlarger, which would cost from $50 up.

The Polaroid camera has some possibilities for this type of use, but has the disadvantage of being limited to the size of print produced. However, for getting finished prints into a display in the shortest possible time, this camera is hard to beat. The cost of film will be considerably higher than for conventional cameras but the time saved may justify its use in some cases. No darkroom equipment is required, and if the print size is satisfactory it may be found to be the most economical type of equipment.

For indoor photography in the gymnasium, flash equipment is a necessity. For small numbers of pictures, inexpensive equipment for using flash bulbs is more economical, but for large numbers of pictures, electronic equipment will pay for itself in time. Very compact electronic flash equipment is now available with transistorized battery packs which cut weight and bulk to a minimum. Electronic flash has the advantage of very short duration, usually about 1/1000 second, which is fast enough to stop most action.

A large amount of equipment is not necessary to begin using photography as a promotional aid in the intramural sports program. A simple camera is enough to make a beginning. As prints accumulate, several uses will be found for them in displays, the handbook, the scrapbook, or files as permanent records. The use of photography will add a new dimension to the intramural program and also to the other facets of the physical education program and will prove to be a most rewarding experience.

Research

EFFECT OF SPECIFIC OVERLOAD JUMPING ON VERTICAL JUMP SCORES

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Interest in the use of weight training for improving various kinds of athletic performance has increased rapidly during the past decade. Some of the earlier studies, (1) reviewed and summarized by Johnson and Massey in Physical Education and Healthful Living (Prentice Hall, 1954, p. 161), indicated that regular weight training using progressively heavier loads increases the size and strength of a muscle and that weight training "does not reduce speed of movement, one of the factors associated with being 'muscle bound,' but actually appears to increase it." These earlier studies also seemed to indicate some improvement in certain specific qualities of fitness and motor ability. Results indicating an increase in power led investigators to the logical hypothesis that jumping ability, which is predominantly an ability based on power, should be improved by regular weight training.

The past six years have produced at least six studies (1) which have reported increases in vertical jump scores due to weight training of one kind or another. Several of these studies have indicated that basketball practice in itself and regular, free vertical jumping will also significantly improve vertical jump scores.

All of these investigations involving weight training and various measures of motor ability and fitness have utilized the "traditional" methods of overload weight training only. The exercises for the leg muscles (and more specifically for leg "power") have been chiefly the squats or semi-squats and the heel raises. Logically, it would seem that application of the training principle commonly called "specificity" should be even more effective in increasing power, especially when combined with the overload principle. When an individual wishes to jump as high as possible, he does not execute a slow half-knee bend followed by a slow rise on the toes. From the semi-crouched position, he springs quickly and forcefully from the floor, using the thrust of the arm swing to aid in the jump. Speed of movement should be associated with strength improvement if there is to be maximum improvement in power. The writers hypothesized that overloading the actual jumping movement--executed at full speed--would provide a combination of these two principles of training (overload and specificity). To overload the movement of the arms as well as the legs, the overload was placed in the hands. (See Training Program.)

Purpose of the study. In an effort to determine the effect of a spe-

(1) Bibliography available upon request.

cific overload training on vertical jumping ability, the present investigation was undertaken. Specifically, the purpose of this study was to compare the effects of three programs designed to improve vertical jump scores. These programs were as follows:

1. Specific overload training. (Designated Group O)
2. Traditional weight training. (Designated Group W)
3. A combination of traditional weight training and specific overload training. (Designated Group O-W)

A control group doing nothing but free vertical jumps was not deemed necessary as it has been proven that this will improve vertical jump ability to some degree.

Subjects. The subjects used in this study were selected from men's physical education classes at the University of Toledo. During the second week of class all members of these classes were given a pre-test in the vertical jump to select the subjects for the experiment. Six subjects were then selected from each of two weight training classes and seven from a required physical education class. The subjects were selected by the pre-test score. The groups were equated on the basis of this score (and on the basis of height and weight as much as possible). Extreme endomorphic students were not chosen as subjects for the study. Three subjects from each weight training class were put in Group O-W, and three in Group W. Group O was made up entirely from the men's required physical education class.

Procedure. The training programs were carried out two days a week for a period of ten weeks during the second semester of 1961. A week of spring vacation falling in the middle of the experiment allowed five weeks of training before and after the spring break.

Testing. Each subject did some stretching and loosening-up exercises before performing the test. The reach was measured by standing next to the wall and reaching as high on the board as possible with his right and then his left hand. Both were recorded. Powdered chalk was then applied to the subject's fingertips. The subject then jumped and touched the board at the height of his jump with the fingertips. Each subject was given six jumps, three with each hand. These jumps were recorded in inches and the difference between the standing reach and the best jump with each hand were his scores. The subjects were tested every fifth training period and in addition immediately after spring vacation. The total number of testing periods was six.

Training programs. Group O participated in the specific overload jumping program and a regular physical education class which consisted of two weeks each of basketball and handball, and four weeks each of track and field and tumbling. The specific overload jumping, as utilized in this study, may be described as follows: The subject stood comfortably erect, holding dumbells at his side in each hand. The knees were partially bent and the arms slightly to the rear in a typical pre-jump position. Then, swinging the arms forward and upward, the

subject jumped as high as possible. During the jump, the weights were raised with the arms in a natural swinging motion to about shoulder level.

Group W participated in a traditional program of weight training only. This consisted of sit-ups with weights, the heel raise with barbell on the shoulders, the bench press, curls, and walking thrust. In this exercise, from a walking position, the subject lowered to a three quarters squat then raised his body to a fully extended position placing the other foot forward. This was repeated for a given number of steps.

Group O-W participated in the specific overload jumping as well as the traditional program of weight training.

All three groups took 20 maximum vertical jumps each work-out period, ten with each hand. The amount of weight used in each hand for the specific overload jumping exercise was as follows (two weeks for each weight): 5 pounds, 10 pounds, 15 pounds, 20 pounds, 25 pounds. Starting with the sixth week of the experiment each subject in each group did two sets of each exercise including the specific overload jumping.

Results and Discussion. The data were analyzed by the analysis of variance and paired t techniques. The results are shown in Table 1. Although improvements with the left and with the right hand were recorded, the hand which showed the most improvement from start to finish (best hand) was selected as the most valid criterion for assessing improvement. Results of the analysis of variance for the pre-experimental scores indicated no significant differences between the groups for the left, right or best hand. All groups, then, were equal to start with.

The mean scores of each group by testing periods can be seen in Table 1, indicating the progress of each group for the left, right and best hand. Group O-W at the conclusion of the experiment had improved 2.3 inches with their best hand, a gain which was significant at the 0.1 level. Group W and Group O showed gains of 1.3 and 2.0 inches, both of which were significant at the 1% level. As may be seen in the table, Group O was the only group to improve significantly with both hands in addition to the best hand. Group W showed significant improvement with neither the left nor the right hand.

Group O-W showed an average improvement of 1 inch better than Group W, and Group O showed an improvement of 0.7 inches better than Group W. However, analysis of variance of the post-experiment scores indicated no significant difference between groups for the left or right hand.

Discussion. The group participating in a combination of specific overload training and traditional weight training showed the greatest improvement (2.3 inches with the best hand). The group which participated in specific overload jumping alone improved nearly as much (2.0 inches) while the traditional weight training group improved only 1.3 inches. All of these gains were significant, indicating that each program produced significant improvement in vertical jumping ability.

The progress of each group by testing periods (see Table 1) indicates that Group O was the most consistent in improvement. Group

TABLE 1

MEAN VALUES FOR SIX TEST PERIODS

GROUP	N	TEST PERIODS 1	2	3	4	5	6	IMPROVEMENT 1-6	"PAIRED t" 1-6	"F" (Bet. Groups) TEST 1	TEST 6
O-W	6										
LH		20.6	21.8	21.3	21.4	21.4	22.2	+1.6	2.59*		
RH		20.4	21.9	21.1	21.2	21.2	22.1	+1.7	2.59		
BH		19.8	21.5	21.0	20.9	21.2	22.1	+2.3	4.29**		
W	6										
LH		20.6	21.3	22.0	22.1	21.0	21.3	+0.7	2.23	LH = .15	LH = .63
RH		20.5	21.4	22.0	21.5	21.1	21.2	+0.7	1.45	RH = .35	RH = .74
BH		20.2	21.1	21.2	21.1	20.9	21.5	+1.3	6.32**	BH = .13	BH = .82
O	7										
LH		21.1	21.2	21.3	21.7	22.0	22.9	+1.8	3.09*		
RH		21.4	21.4	21.9	21.8	22.5	22.9	+1.5	4.81**		
BH		21.1	21.2	21.3	21.5	22.1	23.1	+2.0	4.03**		

* Sig. at .05

** Sig. at .01

LH = Left Hand

RH = Right Hand

BH = Best Hand (hand which showed most improvement 1-6)

O-W's mean during the second testing period was higher than all other testing periods except for the final. Group W's mean for different testing periods was also irregular. Group O-W and W both showed retrogression as can be seen in Table 1.

The results of the third and fourth testing periods which were before and after spring vacation showed that the one week break had little consistent effect on the scores. Some subjects improved and others regressed slightly.

The advisability of using the weights in the hands was questioned by one coach on the basis of possible shoulder injuries. As mentioned previously, the weights in the hands were added to overload the arm swing as well as the leg muscles. This also has the advantage over vests or anklets in that greater overloading is possible. There is also greater ease and simplicity in using the weights. The objection was not borne out in this experiment as none of the subjects complained of shoulder soreness or injury. The weights used seemed to be well within the safety range with regard to shoulder injury, yet fifty pounds would be impossible in an anklet and extremely unwieldy in a vest.

Summary and Conclusions. The purpose of this study was to determine the comparative effects of a new specific overload training and traditional weight training on vertical jumping ability. The evaluation was carried out in terms of scores obtained in the Sargent Vertical Jump Test.

Data were obtained from three groups of male subjects participating in men's physical education classes at the University of Toledo. Each group participated in a different program, working twice a week for a period of ten weeks. The programs were as follows:

1. Group O-W, participating in specific overload jumping and traditional weight training.
2. Group W, participating in a traditional weight training only.
3. Group O, participating in specific overload jumping only.

During the ten-week period each group was tested six times.

Conclusions:

1. The ten-week program of traditional weight training significantly improved vertical jump scores.
2. The ten-week program of specific overload jumping significantly improved vertical jump scores.
3. The ten-week program of specific overload jumping and traditional weight training significantly improved vertical jump scores.
4. Although Group O-W showed a mean improvement of 2.3 inches, Group O a mean improvement of 2.0 inches and Group W only 1.3 inches, there was no statistical significance in the difference between the final means.
5. No shoulder injuries were observed in the groups utilizing specific overload jumping.

Recommendations. This study indicates the possible value of a new concept in specific overload training for power and, more specifically, for jumping ability. The greatest improvement was shown by the group combining specific overload jumping with traditional weight training. The specific overload jumping groups showed greater improvement than the traditional weight training group. It is suggested that this type of specific training should be experimented with further.

It is possible that different results may be obtained if basketball players or other athletes are used instead of physical education students.

It is also possible that greater benefits might be derived if the number of training periods is increased to three periods a week.

RELATIONSHIP BETWEEN SEVERAL PHYSIOLOGICAL AND ENVIRONMENTAL VARIABLES AND ALL-OUT TREADMILL RUN TIME

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Athletic coaches and research workers in the area of sports medicine have long been interested in the factors which might affect athletic performance on any given day. While there has been much speculation about the effect of such things as the weather upon performance, very little actual research has been done in this area. Likewise, it would be interesting to know, and in some cases valuable to coaches and participants, if better performances could be predicted from certain, easily taken physiological measures such as pulse rate, body temperature, or resting R.Q. It was an interest in these areas that prompted the present study.

Purpose. The purpose of this study was to determine whether there were any significant or consistent relationships existing between several physiological and environmental variables and all-out run time on the treadmill. It was assumed that the all-out treadmill run time is an indication of the individual's ability to perform on a given day. This, of course, was a measure of endurance performance. The variables included in this study were air temperature, relative humidity, barometric pressure, body temperature, number of hours of sleep on previous night, resting R.Q., recovery R.Q. (taken during second five minutes of a ten-minute recovery period just before the all-out run), recovery CO_2 (taken as above), and recovery pulse rate (taken ten minutes after a preliminary exercise and just before the all-out run).

Limitations: This study was undertaken as a subproblem to another study, and the data were not collected primarily for purposes of this study. The range of measures in most of the variables is limited. For example, body temperatures ranged from 96.5 to 98.8 degrees Fahrenheit, hours of sleep ranged from four and one-half to nine, and air temperature ranged from 22 to 36 degrees Centigrade. In most

cases there were few cases at the extremes. A wide range in each of the measures, with a more equal distribution of cases over the entire range, would undoubtedly lend itself to a more desirable statistical analysis. However, these figures did represent the ranges which will generally be found in the environment and in the athlete during participation in athletic events.

Procedure: This study was conducted as a subproblem of a study that has already been published. (1) Two subjects, both graduate students in physical education with athletic backgrounds, participated in the study. Each subject made 32 experimental runs within a period of six weeks. Each run consisted of a five-minute preliminary run on the treadmill, starting slowly and level and gradually increasing speed and incline each minute. Each subject developed a small oxygen debt during this initial run. This was followed by a ten-minute recovery period which in turn was followed by the all out run. Several recovery techniques were introduced during the recovery period to study their affect on the all out run. Since the recovery techniques used did not produce any significant differences in all out run times, the times were all pooled and used for purposes of this problem. For the all out run, the treadmill was at an incline of ten degrees and running at a speed of ten miles per hour. The subjects were instructed to stay on as long as they possibly could. In order to eliminate the training effects of the first several runs, the first nine runs were eliminated from consideration. After this time, or for the last 23 runs, the times leveled off indicating an apparent cessation of training effects.

Results:

TABLE 1
Summary of Correlation Coefficients

Variable	Coefficient of correlation	
	Subject #1	Subject #2
Air temperature	-.142	+.347
Relative humidity	+.023	+.187
Barometric pressure	+.128	-.172
Body temperature	-.059	-.404
Hours of sleep previous night	+.147	-.021
Resting pulse rate	-.207	-.218
Resting R.Q.	-.289	+.175
Recovery R.Q. (2nd. 5 min. recovery)	+.190	+.043
Recovery CO_2 (2nd. 5 min. recovery)	+.152	+.312
Recovery pulse rate (10 min. after ex)	+.152	+.172

N = 23 .40 is significant at 5% level

(1) Harrison, Aix B. "Effects of Selected Techniques on Recovery from Fatigue and Impairment in Athletes." Research Quarterly 31:136-41; May 1960.

From an examination of the table of correlation coefficients, it appears that there is little if any correlation between any of the variables in this study and all-out run time. Only one correlation approaches the level of significance, body temperature in subject #2, and it is much lower in the other subject showing a lack of consistency. Also it would be expected to find at least one significant correlation coefficient out of this many calculations due merely to chance.

These results seem to point out the fact that variations in athletic performance are due to causes other than measureable physiological or environmental phenomena. In this particular study, the author feels that there were psychological variables in operation which caused the variations in run time from day to day.

Conclusions: There was no significant or consistent relationship between the variables measured and all-out treadmill run time in this study.

TREATMENT OF MUSCULAR DISTRESS IN ATHLETES

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At the turn of the last century, Hough (1) while doing ergographic studies in neuro-muscular fatigue became interested in the subject of muscle soreness. As the result of his studies, he postulated the rupturing of muscle fibers and/or connective tissues as the cause for muscle soreness following unaccustomed exercise bouts. A search of the literature seems to indicate a general acceptance (with a few notable exceptions) of Hough's hypothesis. Thus the prevailing theory for causation of muscle soreness can be stated approximately as follows: An early and general soreness usually occurs within 4 to 8 hours and disappears rapidly. A localized soreness or lameness usually appears 2 to 24 hours after exercise and may persist for several days. The first type is held to be due to the presence of diffusible metabolites, and the second type is widely believed to be the result of tissue damage, such as torn muscle fibers or connective tissue.

However, in the many years since Hough's work, there seems to have been no experimental evidence presented to support this theory of muscular soreness caused by tissue damage. Furthermore, it seems illogical to postulate structural damage to a tissue caused by the function for which it is specifically differentiated. Therefore the writer stated a new working hypothesis (2): Muscular distress following unaccustomed exercise is caused at least in part by tonic muscle spasm. This hypothesis was tested in a study on 17 subjects performing

(1) Hough, Theodore. "Ergographic Studies on Muscular Soreness." American Journal of Physiology 7:76-81; 1902.
(2) deVries, Herbert A. "Prevention of Muscular Distress After Exercise." Research Quarterly 32:177-85; May 1961.

a standard wrist hyperextension exercise. Significantly lesser degrees of soreness were found in the arm which was statically stretched. Since this provided some support for the hypothesis further experimentation was indicated. (3) Electromyographic equipment was assembled to enable the investigator to record resting muscle action potentials at a high sensitivity level, one microvolt per millimeter of needle deflection. Electromyograms for seven athletes having muscle soreness problems of the "shin splint" type were recorded before and after static stretching. In six of the seven subjects muscle action potentials were markedly reduced by static stretching, while in one subject a large increase was observed. Symptomatic relief seemed to parallel the lowering of the electromyograms. This research report deals with the continuation of these studies in an effort to rationalize the rise in muscle tissue activity after stretching on the part of one subject. It was hypothesized that the exceptional case was indeed one in which tissue damage had occurred. A working hypothesis was then stated thus: The reaction to static stretching, observed and recorded electromyographically, can serve as a means for the differential diagnosis between a simple case of muscular distress due to muscle spasm and the case of a "torn" muscle in which tissue damage has occurred. The importance of such diagnosis is immediately apparent to anyone concerned with the management of athletes. This information would allow a more intelligent decision on the part of the coach, trainer, or team physician as to the advisability of further activity or a period of time away from activity. On the basis of the working hypothesis, the following predictions were made:

1. Stretching muscles which are merely in distress from overuse should result in lowered electromyographic recordings;
2. Stretching "torn" muscles should result in markedly higher electromyograms since this treatment might be expected to flood the central nervous system with sensory stimuli and thus facilitate motor responses.

Procedure

Apparatus

Since the equipment reported in "Electromyographic Observations of the Effects of Static Stretching Upon Muscular Distress" was dependent upon a storage battery for filament current and six large dry cells for plate current, calibration was a difficult problem. Consequently, to continue the work in muscle distress, a transistorized pre-amplifier was designed and built which provides a 100 to 1 voltage gain. This amplifier is kept in the copper screen room with the subject, and the amplified muscle action potentials are conducted through shielded cable to an Edin model 220 electrocardiograph which serves

(3) deVries, Herbert A. "Electromyographic Observations of the Effects of Static Stretching upon Muscular Distress." Research Quarterly 32:468-79; December 1961.

as the recording device. The frequency spectrum measured to the 3 decibel point was found to be from a fraction of 1 cycle per second to 50 cycles per second. The sensitivity was 1 microvolt per millimeter pen deflection and the basic noise level was 1 - 2 microvolts.

Two electrodes were used. One was a typical E.K.G. electrode consisting of a flat plate 4 x 6 centimeters held in place by a rubber band 3 centimeters wide which encircled the limb. The other was a cup electrode 15 millimeters in diameter held in place by an evacuated rubber bulb.

Calibration was accomplished before each session by using a Hewlett Packard model 202A low-frequency function generator to furnish a 20 cycle per second sine wave which was fed through a type 546C General Radio Company Audio Frequency Microvolter whose output could be accurately set at 10 microvolts, root mean square. The output from the Microvolter was used to calibrate the entire system by introducing this signal at the electrodes and measuring the frequency and amplitude recorded by the electrocardiograph. Since 10 microvolts R.M.S. is equivalent to approximately 28 microvolts peak to peak, the equipment was set up to record 28 millimeters pen deflection which resulted in a calibration of 1 millimeter pen deflection = 1 microvolt peak to peak.

Subjects

Subjects with simple muscle distress were referred by the instructors, coaches, trainer, and team physician at Long Beach State College. The team physicians at both Long Beach State College and Long Beach City College agreed to refer subjects having torn muscles. In one year's time, 15 case studies were made on subjects who complained of muscular distress but without evidence of tissue damage as demonstrated by extravasation of blood, deformation or diagnosis by the team physician, and 3 subjects were referred with a diagnosis of a muscle tear.

Testing Procedure

When a subject presented himself for testing, the procedure was as follows:

1. All of the electronic equipment was turned on and allowed to warm up for 5 minutes to assure proper operating temperatures and consequent stability of response. During this time the subject's history and vital data were taken.
2. The equipment was calibrated as above.
3. The subject's skin was abraded by use of 2/0 garnet paper and electrode jelly was applied (EKG Sol). At this point the interelectrode resistance was checked by means of a vacuum tube voltmeter and no subject was recorded until this value was at

or below 5,000 ohms. This resistance value was checked at retesting also to assure consistency. In no case did the difference in resistance from test to retest vary by more than 500 ohms. The cup electrode was applied over the point of greatest soreness. The plate electrode was applied at an indifferent point, such as just above the medial malleolus in the case of lower leg involvement. In all cases, a ball point pen tracing was made around each electrode so that identical placement could be made for retrials.

4. The subject was then asked to assume a comfortable, relaxed position with the weight of the body part to be tested supported by the tablet arm of the chair in the case of the arm, or by the floor in case of the leg. This position was noted and closely approximated in all retrials.
5. The subject was tested for obvious tensions by the investigator who moved the body part to be tested, observing and correcting any efforts on the part of the subject to assist, resist, position, or persevere during the movements.
6. Muscle action potentials were recorded for approximately 30 seconds. If the first recording showed any tendency to change in a downward direction, then further 30 second sequences were run until a stabilized reading was obtained.

All retests were made in exactly the same manner.

Static Stretching Procedure

In all cases the stretching procedure administered was of the static stretch type in which a fixed position was assumed and held for periods of 1 - 3 minutes at a time. This position was so devised that the body weight locked the limb in question into a position which assured holding the muscle involved at its greatest possible length. For tibial involvement, this position was achieved by kneeling on both knees on a mat with feet plantar flexed and then raising the knees from the mat as high as possible by bending backward and supporting the weight of the upper body on the hands behind the subject. This position was then held without movement for the prescribed period of time. In the case of wrist flexor involvement, this was accomplished by having the subject stand slightly more than arm's distance from, and facing a wall, then placing the hand flat on the wall with the middle finger pointing upward. He then rested his weight against this hand with the arm extended and maintained the hand as far downward on the wall as possible.

Findings

Of 15 subjects in whom no evidence of a "torn" muscle was present, 13 showed lowered levels of muscle tissue activity after static stretching, while in 2 subjects, this treatment resulted in higher

levels of muscle action potentials. Applying the Sign test of Siegel (4) to these data, it was found that this difference can be accepted at a confidence level of p = .004 using a single tailed test. which is appropriate since the working hypothesis predicted a lowered direction.

Of the three subjects in whom "torn" muscles had been diagnosed by the team physicians, all three showed higher levels of muscle action potentials after the static stretching than before. However, N was too small for a statistical test of significance.

Discussion

Although the data presented represent a small sample, they nonetheless show a clear-cut difference in reaction to static stretching on the part of subjects with "torn" muscles contrasted with subjects having simple muscle distress problems. Furthermore, there is no assurance that the two subjects who reacted atypically, K.S. and R.W., did not in fact have "torn" muscles in spite of the lack of evidence. It would seem that some support is provided for the working hypothesis: The reaction to static stretching, observed and recorded electromyographically can serve as a means for the differential diagnosis between a simple case of muscular distress and the case of a "torn" muscle in which tissue damage has occurred.

TABLE 1

Muscle Action Potential Levels Before and After Static Stretching

(No Evidence for Torn Muscle)

Subject	Direction of Difference After Stretch	
1. G.P.	-	
2. K.S.	+	
3. B.S.	-	
4. G.W.	-	
5. G.B.	-	
6. L.W.	-	
7. D.B.	-	P = .004
8. J.McD.	-	
9. J.W.	-	by Sign Test
10. D.G.	-	
11. R.W.	+	
12. J.W.	-	
13. M.A.	-	
14. D.M.	-	
15. D.P.	-	

(4) Siegel, Sidney. "Non-Parametric Statistics." New York: McGraw-Hill Book Co., 1956

TABLE 2

Muscle Action Potential Levels Before and After Static Stretching

(Torn Muscle)

Subject	Direction of Difference After Stretch	
1. C.H.	+	N too small for statistical treatment.
2. R.B.	+	
3. D.R.	+	

The evidence supporting the writer's hypothesis regarding the causation of simple muscle distress by tonic muscle spasm is now supported by the following lines of evidence from this and two preceding studies:

1. A higher residual level of muscle tissue activity following exercise has been demonstrated electromyographically.
2. A positive relationship has been demonstrated between pain symptoms and the recorded level of muscle activity.
3. Treating simple muscle distress as one treats a muscle spasm, by stretching, results in the predicted relief, in most cases.
4. A decreased level of residual muscle activity as a result of stretching has been demonstrated electromyographically as was predicted on the basis of the hypothesis.
5. An increased level of muscle activity was shown as the result of stretching three "torn" muscles as was predicted by the hypothesis.

Furthermore, the commonly used illustration of muscle fatigue curves in physiology textbooks shows graphically not only a decrement in the ability to contract but also a decrement in the ability to return to its original resting length, which could be construed as approaching a state of spasm.

Conclusions

On the basis of this and two preceding studies, the following conclusions appear justified:

1. For simple cases of muscular distress where no evidence of a "torn" muscle exists, static stretching treatment as for muscle spasm seems to provide relief in most athletes.
2. Stretching, or any form of exercise involving stretching, would seem to be contraindicated for the athlete with a "torn" muscle.
3. The electromyographic reaction to static stretching seems to offer a means for better clinical diagnosis of a "torn" muscle.

ASSESSING THE ACCURACY OF GROSS HUMAN MOVEMENT

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Late in the nineteenth century psychologists began to recognize a need for the scientific exploration of voluntary human movement.* Studies published as early as 1880 investigated various aspects of the performance and learning of movement tasks. From 1910 to 1935 studies of gross human movement, utilizing locomotor mazes and human subjects, were conducted. However, most research during this period involved smaller apparatus and used animal subjects. Subsequent psychological investigations concerned with movement accuracy have generally been based upon the performance and/or learning of fine motor skills, using such tasks as mirror tracing, pursuit-rotors, card-sorting, and the like. Generalizations often have been drawn from these investigations and applied to gross motor performance, despite the demonstrated lack of relationship between fine and gross motor skill.

Several years ago it appeared that if basic research concerned with gross motor performance of human subjects were to be carried out, new or modified assessment devices were needed. Motor performance has been described as consisting of elements of space, time, and force. The investigation of the force quality has been rather thorough as evidenced by numerous strength studies in the literature. It was felt that exploration of the spatial and temporal accuracy of gross human movement also should be carried out.

As part of an effort to devise unique tasks, a large irregular-patterned locomotor maze was constructed. The maze learned by blindfolded subjects depending upon tactual-kinesthetic cues, consists of a pathway two feet wide and forty yards long formed by two plastic railings suspended two feet high. The subjects guide themselves by using the volar surfaces of their hands on the railings. The maze has been found to be a reliable serial-type task evaluating the efficient utilization of "motor space."

Characteristics of the Maze

(1) Its unique nature elicites individual movement differences as the subjects learn its pattern.

(2) It is easy to score (learning criterion is traversal time) and is reliable (+.875).

(3) The irregular pattern, containing no cul-de-sacs nor blind alleys, elicites a motor response from the subjects, based upon their introspective reports.

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* A bibliography is available from the author.

(4) The tendency for individuals to refrain from reducing the pathway to a word-formula seems to result in a considerable amount of unconscious learning. As the S's suddenly improve their traversal speed, they normally accuse the experimenter of "changing the pattern again!" or "taking out a turn," indicating that they probably attribute their decrease in traversal time to a change in the external situation (the maze) rather than to learning.

(5) While a factorial analysis awaits the collection of additional data, correlation with an agility run (with vision) over the same pattern indicated that agility contributed about 15 percent of traversal ability under the experimental conditions (based upon an r of $\pm$.390).

This large maze used in conjunction with other devices, smaller mazes of various patterns, apparatus evaluating static spatial orientation, and written personality scales, has resulted in several investigations being carried out within the past two years.

A Comparison of Fine and Gross Motor Performance and Learning

Using a small stylus maze of a similar pattern, performance levels, learning rates, and learning protocols were compared. It was felt that two such tasks provided a valid comparison of fine and gross motor learning as performances both were dependent upon similar sensory information and the movement patterns differed only in magnitude.

Two groups of 30 subjects were given 12 spaced trials on each maze and then exchanged tasks. While it was found that no significant correlations existed between traversal speeds, slight transfer was found to exist in the learning of the two tasks. Prior practice in a maze of a different size seemed to facilitate the learning of the second.

Further research was indicated also by the sensory impressions the subjects reported depending upon, their attempts to draw the maze patterns, by the wide variation in movement characteristics evidenced, as well as by the high correlation (Spearman r $\pm$.992) between their self-estimates of speed and their actual speeds.

Characteristics of Human Learning in a Locomotor Maze

In an effort to determine whether the learning protocol adopted by the majority of the subjects corresponded to any of three traditional learning theories, 12 subjects were asked to draw their impressions of the large pattern following each of 12 spaced trials. It was hypothesized that through an analysis of their drawings it would be indicated whether they were forming their perceptions of the maze

pattern by (a) chaining together discrete movement stimuli (Gutherian), (b) obtaining sudden insight concerning the total pattern (Gestalt), or (c) by initially perceiving the total "map" of the pattern, and gradually correcting it upon repeated exposures (Tolman).

Following an analysis of the drawings, it was concluded that a Tolmanian sign-significant learning theory was substantiated, while the functional psychologist might describe the perceptual process involved as "schema with correction." A typical subject seemed to look for the familiar in the situation, and to model his movements along the lines of a pattern initially perceived as having a "back-and-forth" quality. Upon further trials he then proceeded to modify his perceptions and eventually arrive at a nearly correct pattern.

Personality and Individual Variations in Gross Motor Performance

As the maze task was unique and the S's were given no opportunity to observe another performing, several individual movement characteristics were observed and identified (through a filmed analysis). Some individuals moved rigidly upright, others leaned forward-their hands advanced along the railings; one subject held a fist folded rigidly against his chest while striking the railing with the other.

About 20 percent of the S's evidenced a unique shuffling-stamping movement, constantly pivoting at the waist, as they traversed the pathway. The purpose of this study was to determine whether any significant personality differences were evidenced by these "stampers" based upon their responses to a short form of the Minnesota Multiphasic Personality Index. If their personality scores were significantly different at the 5 percent level, a real difference was assumed to exist.

From a review of the MMPI data, it was concluded that individuals evidencing this "stamping" pattern were not as dependent upon the opinions of others, were generally less considerate of the welfare of others, and did not have the same need for superiority as did the remainder of the subjects.

It was advanced that the approach utilized in this study may not only provide clues to the basic nature of motor performance, but might also aid in the understanding of the total schemata of human behavior. It has been suggested by some that we express our total personality through movement, that movement is a true representation of the "self." The written-verbal assessments of the psychologist certainly seem to lack a behavioral dimension revealed by this unique movement task.

A Study of Transfer from a Fine to a Gross Movement Pattern

Transfer found in a previous study (page 3) was assumed to be caused by identical elements in two maze tasks, further identification

of the elements seemed important. While the maze patterns were similar, the subjects could have been becoming accustomed to the experimenter or to the experimental condition of moving while blindfolded.

Three groups of 15 subjects each were given spaced practice on three stylus mazes, containing the following patterns (a) one similar to that of the large maze, (b) a second containing a pattern which was a mirror-reversal of the large maze's pattern, and (c) a third stylus maze containing a pattern bearing no relationship to the large maze pattern.

Following initial practice in these small mazes, all groups were given practice (12 spaced trials) on the larger one. If transfer occurs because of similarity in pattern, the similar-patterned small-maze group should evidence the most, the reversal group should perhaps evidence negative transfer (because of a reversal of elements), and the dissimilar patterned group no or little transfer. The study is presently in progress and the results will be published upon its completion.

An Investigation of Motor Educability

Another investigation determined whether a common factor of motor educability was present in the learning of two similar patterned mazes. It was believed that the similarity of the tasks, differing only in a spatial variable, might uncover such a factor despite previous investigations which have failed to do so. Contrasting amounts of improvement in traversal speed, between the first and last trials, the third and twelfth trials, and the slowest and fastest trials on each maze, no significant correlations were found to exist.

It was suggested that further studies of motor educability as a general factor should perhaps involve comparison of tasks which vary only in a single variable (force, speed, movement pattern), and that perhaps within discrete categories (with specifics) a "general" motor educability factor might be isolated.

An Illustrated Case-Study of Motor Learning

Presently in progress is the filming of an individual during all 12 trials while learning the pattern of the locomotor maze. The film will be accompanied by a sound track containing the experimenter's observations, the traversal times, and the subject's introspections concerning his feelings, techniques adopted, and general approach to the problem. The film should illustrate some of the following learning characteristics: (a) the discovery stage of learning, as the S becomes aware of the general nature of the task; (b) the adoption of a method or technique, generally observed following the third or fourth trial as

the S adopts a characteristic gait, stance, and method of using the tactual cues provided by the railings; (c) anticipatory responses and other inaccuracies, as the S anticipates turns with his head, body, and/or shoulder movements (the film should illustrate the S attempts to exceed his psycho-physical limits from time to time during the learning of the maze pattern); (d) the recency-primacy factor usually present in the learning of serial tasks by human subjects (this will be seen as the S traverses the initial portion of the maze, as well as the final turns, faster than the middle part of the pattern); (e) anxiety-stress-tension should be manifested in general movement characteristics brought out by the film; and (f) the gradual "smoothing" and growing efficiency of movement will be evidenced by the learning curve achieved, as well as the omission of extraneous movements on the part of the subject as learning progresses.

Additional Studies Proposed

In addition to the investigations outlined, a factorial analysis is underway, attempting to analyze what the large maze is so reliably measuring. Traditional learning studies are also contemplated: massed vs. distributed practice, retention studies, etc. Further investigations will study a maturational factor as a function of maze complexity, while another will compare the performance of various types of subjects; women-men, athletes-nonathletes, and the relationship of sensory information to maze proficiency.

Pilot studies concerning the effects of intra-maze delay indicated that investigations of this nature should prove fruitful. Studies to determine the influence of pattern-type upon unconscious learning are contemplated. Portable devices for the recording of electro-physical phenomenon offer fascinating possibilities when used in connection with maze performance and learning.

In addition, further research is planned which might provide answers to the following questions: Is such a device or a similar device capable of evaluating a "general" motor quality (perhaps combined with measures of speed and force)? What is the relationship between maze learning without vision and learning athletic skills with vision?

The device used and described is not intended to provide the final answer in the quest for knowledge of motor performance and learning, but merely represents an attempt and an approach to basic understanding. The time-motion researcher studies manual skills, the therapist seeks understanding of atypical individuals, the human factors engineer studies man-machine relationships, while the "pure" psychologist generally concerns himself with verbal-cognative learning, and animal experimentation. In our profession we might ask ourselves what are some of our unique contributions and concerns in the broad framework of human behavior?

In reply it appears that one aspect which is our sole domain is the study of gross motor learning and performance by healthy human beings. If the investigation of gross human movement is one of our unique concerns, then we might examine its basic components and devise and modify apparatus and assessment devices so that we may enlarge the experimental foundation for our profession, and thus further justify our continued existence within the total framework of scholarly achievement.

A COMPARISON OF THREE APPROACHES TO IMPROVING GENERAL MOTOR ABILITY

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The purpose of the study was to compare three approaches to improving general motor ability among college freshmen of low motor ability as evidenced by their scores on the Barrow Motor Ability Test for College Men.

Significance of the Study

A great deal of work has been done in the past and is being done at the present in the area of motor ability and motor learning. However, with only a few exceptions, very little seems to have been done in regard to the matter of teaching methods of low motor ability students. Therefore, it seems advisable that more work be done in the area of attempting to actually improve the total motor ability of individuals through various approaches to this problem.

A study of this type seems particularly significant at this time due to the large influx of students entering American colleges and universities. With more students entering our institutions of higher learning, it stands to reason that the colleges and universities will have an increasing larger percentage of low motor ability students. Therefore, ways and means must be advanced as to how best handle these students.

Statement of the Problem

Basically, the problem under consideration was one of comparing three different approaches to improving general motor ability among college freshmen of low motor ability status. The three approaches were:

1. Skills approach. This approach was concerned only with the teaching of specific neuromuscular skills.
2. Games approach. In the games approach, an attempt was made to improve the total motor ability of the students by placing them in games immediately.
3. Weight training approach. This approach was concerned with an attempt to determine the importance of the strength factor in relation to an individual's motor ability.

Limitations of Study

Obviously, there are many different approaches to motor skills learning that might have been used in this study. However, after careful deliberation the above three approaches were used.

The study was further limited to only physically qualified male college freshmen at Emory University, which is located in Atlanta, Georgia.

Another limitation of the study was that only a total of 45 freshmen were used in the experiment, which was conducted during the Fall Quarter, 1957.

Definition of Terms

General motor ability. General motor ability is the immediate capacity of an individual to perform in many varied stunts or athletic events.

Strength measures. Strength measures refer to certain isolated muscle groups that are measured by a cable tensiometer and hand dynamometer.

The Procedure

At the beginning of the Fall Quarter, 1959, all physically qualified freshmen male students at Emory University were given the six item Barrow Motor Ability Test for College Men. On the basis of the results of the test, the group was divided into five classifications: (1) excellent, (2) good, (3) average, (4) poor, and (5) inferior. Those individuals who fell into the inferior and poor groups were classed as low motor ability students and thus were subject to taking part in the study.

Three groups of low motor ability men were selected, with 16 students in group one, 13 students in group two, and 16 students in group three. Group one was randomly assigned to take part in the skills approach, group two in the games approach, and group three in the weight training approach. All groups met three times weekly for a period of 35 minutes for actual class participation. The author of this paper was responsible for organizing the curriculum and teaching all three of the experimental groups.

Skills Approach

The skills approach was concerned only with the teaching of specific neuromuscular skills. There is no one specific classification of motor skills. For the purpose of this particular investigation, the classification by Wells (1) seemed to serve as an excellent basis for presenting the

(1) Wells, Katharine F. Kinesiology. Philadelphia and London: W. B. Saunders Co., 1955, p. 341-42.

type skills desired. Her classification, with modification, is shown below:

I. Skills of maintaining and regaining equilibrium

II. Skills of moving one's own body

A. On land or other solid surface

1. Arm, leg, and trunk movements
2. Locomotion
3. Rotatory movements of the body as a whole

B. In the air

1. Trampoline and tumbling activities

III. Skills of receiving impetus

A. Of our body

1. Landing from jumps and falls

B. Of external objects

1. Catching and trapping
2. Receiving with an implement

IV. Skills of giving impetus to external objects

A. Pushing, pulling, thrusting, lifting

B. Throwing with hand or implement

C. Striking, hitting, kicking, etc.

V. The selection and classification of skills related to prevention of injury.

Skills of Maintaining and Regaining Equilibrium

In explaining the skills of maintaining and regaining equilibrium, the principles of stability were discussed.

Wells (2) points out in her book on kinesiology that nine factors of stability should be taken into consideration in helping a person analyze his balance problems. These nine factors are: (1) the height of the center of gravity, (2) the size of the base of support, (3) the relation of the line of gravity to the base of support, (4) the mass of the body, (5) mo-

(2) Ibid., p. 346-51.

mentum and the impact of an external force, (6) friction, (7) segmentation, (8) visual and psychologic factors, and (9) physiologic factors. These factors were explained in detail and demonstrated to the class.

Skills of Moving One's Own Body

According to Wells, there appear to be four basic environments in which the body moves. These are as follows:

1. The body is supported by the ground or other surface which simulates the ground.
2. The body is supported by water.
3. The body is unsupported, i.e., it is projected or is falling through space.
4. The body is suspended. (3)

In the present study, only environments one and three will be studied. Five basic principles which applied in all circumstances were discussed.

1. According to the Law of Inertia, a body will not move until a force has acted upon the body to make it move.
2. According to the Law of Inertia, force is needed to change the direction of a moving body.
3. According to the Law of Inertia, a body in motion will continue to move until it is acted upon by an external force.
4. The fourth basic principle states that according to the Law of Action and Reaction, every action is accompanied by an equal and opposite reaction.
5. The fifth principle states that when the body as a whole is set in motion, either it will undergo translatory movement as in locomotion, or it will rotate.

Examples of each of the above principles were discussed and demonstrated.

Skills of Receiving Impetus

Webster defines impetus as "the property possessed by a moving body in virtue of its mass and its motion; . . . applied commonly to bodies moving suddenly or violently." Individuals and the objects they handle may thus possess impetus. There is also impetus of horizontally moving bodies and impetus of vertically moving bodies. In receiving the impetus of external objects, two principal problems seem to stand out. These are, namely, avoiding injury and maintaining equilibrium, and receiving the object with accuracy and control. (4) Principles related to these two problems were explained and demonstrated.

(3) Ibid., p. 379.
(4) Ibid., p. 395.

Skills of Giving Impetus to External Objects

The activities which comprise skills of giving impetus to external objects may be classified generally into three major categories.

1. Activities characterized by the continuous application of force, e.g. pushing, pulling, and lifting. Economy of effort and avoidance of strain are of the utmost importance in this category.
2. Activities characterized by the development of kinetic energy in a movable object followed by the release of the object at the moment of maximum velocity. All throwing activities are included in this category.
3. Activities characterized by a momentary contact made with an object by a moving part of the body or by an implement held by or attached to a moving segment of the body. The object itself may be either stationary or moving. This category includes all forms of striking--with the hand, with a club or racket, and kicking and heading. (5)

The Selection and Classification of Skills Related to Prevention of Injury

A discussion of principles relating to the maintenance of equilibrium and prevention of falls, the reception of one's own weight, the lifting and carrying of heavy objects, and the impact of external forces was held.

Games Approach

In the games approach an attempt was made to improve the general motor ability of the students by placing them in games immediately. The basic skills necessary to play the game and the rules of the games were utilized in this approach.

The criterion for selection of the games to be used in this approach was a rating form devised by the writer and submitted to three men in the field of physical education for their evaluation of the games to be presented. Four classifications of skills, namely, maintaining balance, moving one's own body, skills of receiving impetus, and skills of giving impetus were listed with ten physical education activities also named. The evaluators were then asked to take each activity listed and rate it on a basis of zero to ten in relation to the contribution each of the activities would offer in each of the four classifications of skills. After this was completed the writer totaled the points for each activity under each of the four classifications of skills. In the skills of maintaining balance, tumbling received the most points; in the skills of moving one's own body, wrestling was chosen; in the skills of receiving impetus, basketball was selected; and, in skills of giving impetus, volleyball was chosen. Each activity was then presented to the class with approxi-

(5) Ibid, pp. 401-02.

mately two weeks devoted to each of the four chosen activities.

Weight Training Approach

In the weight training approach, an attempt was made to determine the importance of the strength factor in relation to an individual's motor ability. Eighteen muscle groups were selected for measurement using objective strength tests of muscle groups by cable-tension methods which were developed by Clarke and his associates. (6) Two muscle groups were also selected for measurement through use of a Smedley hand dynamometer.

The principal objective in this approach was to increase muscular strength hoping to improve general motor ability. Strength is certainly considered one of the basic motor elements which, in turn, are necessary to performance in sports skills.

In choosing the strength measurements, the primary concern was to select the muscle groups which are most involved in improving general motor ability. Therefore, it seemed advisable to measure enough muscle groups to insure as accurate a picture as possible of total body strength. Since two of the fundamental skills in general motor ability are throwing and catching, it was decided to measure strength in the hand, wrist, elbow, and shoulder by isolating and measuring certain muscle groups in the arm and shoulder region. The three leg strength measurements were selected primarily because of their importance in running, jumping, kicking, vaulting, lifting, carrying, leaping, standing, and walking, which are all components of general motor ability.

The following two muscle groups were measured through the use of a Smedley hand dynamometer:

1. Right hand grip
2. Left hand grip.

The following 18 muscle groups were measured by use of an aircraft cable tensiometer according to the testing instructions as described by Clarke in his Cable-tension Strength Test manual. (7)

1. Right wrist dorsal flexion
2. Left wrist palmar flexion
3. Right wrist palmar flexion
4. Left wrist dorsal flexion
5. Right elbow extension
6. Left elbow flexion
7. Left elbow extension
8. Right elbow flexion
9. Right shoulder extension

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(6) Clarke, H. Harrison. "Objective Strength Tests of Affected Muscle Groups Involved in Orthopedic Disabilities." Research Quarterly, 18:1 (1948), p. 118-47.

(7) Clarke, H. Harrison. Cable-tension Strength Tests. Springfield, Mass.: Stuart E. Murphy, Co., 1953, p. 31.

10. Left shoulder extension
11. Right knee flexion
12. Left knee flexion
13. Right shoulder flexion
14. Left shoulder flexion
15. Right hip flexion
16. Right hip extension
17. Left hip flexion
18. Left hip extension.

Analysis of the Data

At the conclusion of the Fall Quarter, the Barrow Motor Ability Test was again administered; and the criterion score, which was the individual's gain score, was obtained. This data was then tested by means of a simple randomized design to complete an analysis of variance. One major hypothesis was tested in the study which stated that there is no difference in the three approaches to improving general motor ability. Stated symbolically, the hypothesis was:

$$H = u_{A_1} = u_{A_2} = u_{A_3}$$

The Kolmogorov-Smirnov Test was used to test for normality of the distribution, and the Hartley F_{max} Test was used to determine homogenity of variances. The experiment was conducted at the .05 level of significance. After the analysis of variance was completed, the F ratio was found to be 1.83.

Conclusions

The obtained F ratio was found to be 1.83. At the .05 level of significance, to be statistically significant, an F ratio of 3.23 was needed. Thus the null hypothesis of no difference in the three approaches to improving general motor ability among college freshmen of low motor ability was accepted.

The average increase in the gain score on the Barrow Motor Ability Test favored the skills approach with a 69.38 points gain. The weight training approach was second in average gain with 65.69 points, and the games approach averaged 56.08 points gain.

Recommendations for Further Study

1. A similar study be made using different approaches to solving the problem of increasing general motor ability among college freshmen of low motor ability.
2. A study of weight training methods to improve general motor ability. This could possibly include more extensive measurement

of muscle groups and more extensive exercises directed at these specific muscle groups.

3. A study made combining all three of the approaches used in this study with an equal amount of time spent on each of the approaches.

PHYSICAL EDUCATION AND THE DEVELOPMENT OF LEADERSHIP CHARACTERISTICS OF CADETS AT THE U.S. MILITARY ACADEMY

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Athletics: Interscholastic, preparatory school, and intercollegiate athletics have been supported as an integral part of the program of the educational institutions of the United States for over 50 years. Among the many fine purposes for maintaining and increasing the athletic sports program has been the belief that through athletic sports participation a person has the opportunity to develop his leadership characteristics. As this conclusion is mainly subjective and based on opinion gained from biased individuals and limited research study, a more objective and scientific approach was needed.

Purpose: The main purpose of this study was to present an analysis of the leadership characteristics (1) of selected groups of cadets at the U. S. Military Academy. These groups were determined by their participation in physical education and athletic activities both before entrance and as members of the Corps of Cadets.

Particular attention was given to the leadership characteristics as measured for groups of subjects (a) at entrance and at graduation, (b) with sports experience and no sports experience, and (c) with success or failure in physical education, aptitude for the service, and athletics at the Military Academy.

Procedure

Physical Aptitude: The physical skills test battery administered to all candidates for the Military Academy was taken as the measure of physical aptitude of the subjects. The total battery score was the sum of the weighted standard scores of six events: three broad jumps, vertical jump, medicine ball put, hurdle run, dips, and 250-yard shuttle run.

Physical Fitness: The fitness test using the weighted standard scores of five tests: pull-ups, squat jumps, push ups, sit ups, and 250-yard shuttle run, to provide a single battery score, gives the index

(1) The reader should interpret the leadership characteristics described as dimensions of personality.

for physical fitness of the subjects.

Physical Education Score: The physical education score is based on weighted grades received each of the four years in physical education activity classes, instructor training, administration of athletics and physical training courses, athletic participation in either Corps squad (varsity) or intramural, plus term-end examinations.

Aptitude for the Service Rating: This score is accumulated over the four years from semi-annual aptitude ratings and is used as an index of cadet leadership ability.

Sixteen Personality Factor Questionnaire: This personality inventory by Cattell (2) is designed to give the maximum information about the varied dimensions of personality. The interpretation of the 16 traits is determined by factor loadings.

Athletic Participation: The subjects' athletic participation prior to entrance data was determined by a separate survey completed after entering the academy and above the cadets' signature. The corps squad (varsity) recognition data was obtained from the official files of the Army Athletic Association.

Subjects: Cadets at the U. S. Military Academy come from each of the states and have attained their 17th birthday but have not reached their 22nd birthday. The average age is 18.9 years at entrance. The height range of the cadets at entrance is 5'4'' to 6'4'' with the average height being 5'10''. The weight average at entrance is 159.4 pounds. The number in the group reported is 505.

Data Collection: The subjects completed the 16 PFQ within the first 30 days after entrance and completed the retest, four years later, within two months of their graduation from the Academy. All other information was taken from the official records maintained by the Academy.

Results

Entrance Leadership Profile: When compared with the normative population, the cadets at entrance have a leadership profile significantly different from the general college population. In fourteen of the sixteen factors measured the cadets have statistically significant different means (.01 level of confidence).

Graduation Leadership Profile: These same cadets at graduation on a retest of leadership qualities are, upon comparison with the normative groups, found to again be significantly different in 14 of the 16 factors. At entrance and at graduation the cadets are more intelligent, mature,

(2) Cattell, R. B., Saunders, D. R., and Stice, G. F. Sixteen Personality Factor Questionnaire. Champaign, Illinois: Institute for Personality and Ability Testing, 1951.

dominant, conscientious, adventurous, trustful, conventional, self-sufficient, controlled, and composed. The graduates possessed significantly more warmth, enthusiasm, sensitiveness, sophistication, and resourcefulness than they possessed at entrance.

Athletes vs. Non-Participants: The athletes (letter award winners) at entrance have a statistically significant difference in eight of the personality factors. The athletes are more sociable, dominant, enthusiastic, adventurous, tough, sophisticated, conservative, and group dependent than are the entering cadets who have not participated in organized athletics in high school, preparatory school, or college.

Leadership Characteristics By Sports: When each of the ten sport groups' characteristics were compared with the nonletterman group, the data indicates the following:

1. Cross country lettermen are similar to the nonlettermen in all leadership characteristics.
2. Soccer lettermen are more adventurous.
3. Rifle lettermen are more sophisticated.
4. Swimming lettermen are more dominant and adventurous.
5. Track lettermen are more sociable, adventurous, and group dependent.
6. Tennis lettermen are more sociable, suspecting, and unconcerned.
7. Wrestling lettermen are more sociable, enthusiastic, adventurous, and group dependent.
8. Basketball lettermen are more sociable, dominant, adventurous, tough, conservative, and group dependent.
9. Baseball lettermen are more sociable, dominant, adventurous, tough, conservative, and group dependent.
10. Football lettermen are more sociable, dominant, enthusiastic, adventurous, tough, conventional, and group dependent.

Leadership Traits of Sport Groups: The lettermen of baseball, basketball, football, and soccer (team sports) are more sociable, dominant, enthusiastic, adventurous, trustful, conservative, and group dependent than the nonlettermen.

The individual sports (wrestling, rifle, cross country) lettermen are more adventurous than the nonlettermen cadets.

The analysis of variance, when tested by t-ratio, shows the team-individual sports group to be more critical and self-sufficient than the team sports group.

The noncontact sports group is more self-sufficient than the contact sports group.

Leadership Characteristics and Success Criteria: The leadership characteristics which were measured near graduation indicate that those cadets who scored highest on the Army Physical Fitness Test are more mature, suspecting, conservative, and composed.

In running the Obstacle Course the senior cadets who scored best have a tendency toward being more mature.

The characteristics of conservatism, group dependence, and composure appear to be significantly related to success in physical education achievement.

In the area of determined leadership potential, the correlations between the 16 factors and the peer ratings profiles the leaders to be more mature, conscientious, trustful, practical, confident, conservative, group dependent, self-controlled, and composed.

Leadership Characteristics and Athletic Participation: At graduation the leadership characteristics of entering athletes, when compared with the characteristics of entering non-participants, indicate that the athletes are still more sociable, more dominant, more enthusiastic, more adventurous, more conservative, and more group dependent. In addition, the athletes are now more suspecting and more unconcerned.

At graduation the Corps squad (varsity) group is more group dependent and tougher than the non-Corps squad group.

Leadership Characteristics of Corps Squad (Varsity) Athletes: The Corps squad tennis lettermen are more sophisticated than the lettermen of football, soccer, track, and wrestling. The rifle lettermen are more sophisticated than the lettermen of baseball, basketball, football, soccer, track, and wrestling.

At graduation the Corps squad noncontact sports group are more dominant, sophisticated, and self-sufficient than the contact sports group.

The team-individual sports lettermen are more dominant than the team sports lettermen. At the same time, the individual sports lettermen are more intelligent and more sensitive than the team sports lettermen at graduation.

Criteria Relationship With Athletic Participation: Using the four criteria as measures of achievement at the Academy, the groups formed according to cadet athletic sports experience before entrance and during undergraduate days show significant mean variations. The athlete group is superior to the nonathlete group as measured by the Physical Aptitude Examination prior to entrance. The entering athlete group maintained this superiority in the Army Physical Fitness Test, Physical Education, and Aptitude for the Service while at the Academy.

In athletic participation at the Academy, it is found that Corps squad athletes are superior to the non-Corps squad cadets in the Physical Aptitude Examination, Army Physical Fitness Test, the Physical Education Score, and the Aptitude for the Service Score.

Interpretations and Conclusions

Interpretations:

1. The nation's young men who enter the U.S. Military Academy possess leadership profiles significantly different from the general college population.
2. The entering cadets with previous athletic sports participation

have leadership profiles significantly different from the cadets with no record of school athletic participation.

3. The entering cadets who participated in team sports and team-individual sports have leadership profiles significantly different from cadets who did not participate in sports. The new cadets who participated in the individual sports have profiles similar to the nonlettermen.
4. The entering cadets who participated in contact sports are significantly more group dependent than the cadets who participated in noncontact sports.
5. The graduating cadets who participated in the non-contact sports are significantly more shrewd, sophisticated, self-sufficient, and dominant than the cadets who participated in the contact sports.
6. The cadets judged to have the greatest potential for future officer success have higher super ego strength (conscientious, persistent).
7. The Corps squad (varsity) athletes have personality profiles high in harris (tough, realistic) and group dependency (dependent, initiative).
8. The cadets scoring high in service aptitude are found to be more mature, conscientious, confident, trustful, practical, conservative, group dependent, controlled, and composed.
9. The Corps squad athletes have service aptitude ratings that are significantly higher than non-Corps squad cadets.
10. The relationship of the Aptitude for the Service rating to the graduation Physical Education Proportional Parts Score is .47.
11. The cadets high in physical achievement have personality profiles that indicate these cadets are more conservative, composed, mature, adventurous, and sensitive.

Conclusions:

1. This study is important in that it indicated that young men entering the Military Academy have leadership profiles significantly different from the general college population as indicated by Cattell's published norms, thus giving reaffirmation to the Academy's selection procedures.
2. The significant differences between the leadership profiles of entering cadet athletes and nonparticipants confirms the hypothesis that these two groups are dissimilar.
3. The significant differences between the leadership profiles of various sport groups and the nonparticipants gives support to the hypothesis that a difference exists in the leadership characteristics of athletic participants.
4. Physical education achievement at the Military Academy is strongly related to the Aptitude for the Service rating.

THE WEIGHT SHIFT FACTOR IN THE GOLF SWING

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In reviewing the literature concerning selected factors of the golf swing the need for scientific investigation became apparent. There were many theories proposed but these were based upon personal opinion rather than upon research evidence. There are so many factors in a golf swing that it was difficult to determine where to start the investigation. Because so many things depend upon the use of body weight it was decided to start with the weight shift factor.

Since no criteria were available to judge the effectiveness of the weight shift factor it was deemed necessary to study this factor as it was employed by a sampling of touring professionals who are considered to be experts at the game of golf. The sampling included 31 professionals accepted by the Professional Golfers Association of America for the Los Angeles Open Golf Tournament, January 5-9, 1961. Among this outstanding group were Bill Casper, Jr., Gardner Dickinson, Don January, Doug Sanders, Paul Harney, George Bayer, Jerry Barber, Jim Feree, and Jim Thompson.

Purpose of this Study

The purpose of this study was to establish how much weight was shifted throughout the various phases of the golf swing.

Method of Procedure

To perfect the procedures and the equipment used in the study the problem was taken to the Human Performance Laboratory of the Department of Physical Education at the University of California, Los Angeles. A pilot study was conducted during 1960 with members of the U.C.L.A. golf team and with others who were interested in the study. In the pilot study two upright scales were used. Each subject took a regular stance with the left foot on one scale and the right foot on another scale. The subjects were then instructed to hit golf balls using a driver and a number eight iron. A 16mm camera was used which recorded the weight on the dials of each scale throughout the swing. By using an animatic projector it was possible to record the weight at each frame of the film.

The location for the study was then shifted to the Rancho Park Golf Course where the touring professionals had gathered for the Los Angeles Open Golf Tournament. Through the cooperation of the Toledo Scale Division of the Toledo Scale Corporation a set of scales was installed underground and balanced. These scales were the automatic dial type and contained no springs. Some concern was felt over the problem of hysteresis or lag in the scales as the golfer performed his swing. It was indicated by an expert that this lag was so insignificant that it was

not necessary to check this phase of the study.

To perfect the filming procedures a professional photographer was hired. He used a 16mm Eastman Kodak Cine-Special Camera loaded with colored film and set at 64 frames a second. In this camera a 25mm lens was used and this was recommended by the photographer. In placing the scales underground an attempt was made to approximate the same conditions as the golfer would find on a level fairway or on the tee.

Some of the personal factors of the golfers such as grip strength, height, and weight were recorded. A grid or wire mesh was placed back of the subjects and by this means it was possible to determine the various movements of the body. The films were better and sharper than anticipated. Although the original intent was to study only the weight shift factor, the films reveal other factors of importance to the teaching of golf.

Each subject was photographed while hitting three golf balls using the driver and three golf balls using the eight iron. The films were then developed and with the use of the animatic projector the weight distribution of each golfer was recorded as follows: (1) at the original stance position, (2) at the maximum point of the forward press and when the clubhead started to move away from the ball on the backswing, (3) at the top of the backswing, (4) when the clubhead made contact with the ball, (5) when the ball left the clubhead, and (6) at the top of the follow-through. These six points were considered to be the key ones for determining the weight shift factor. Weights were recorded and treated statistically for reliability. To make the study as practical as possible for use in the teaching of golf the amount of weight on each foot at the six reference points was translated into the percent of total body weight for each golfer. Averages were then determined for the 31 golf professionals at each of the identified points in the golf swing.

Findings

Reliability. Reliability was determined statistically to indicate the consistency of the weight shift factor. The coefficients of correlation between the second and third trials were as follows:

	Driver	Eight Iron
Original stance	.959	.981
Backswing-when clubhead leaves ball	.932	.929
Top of backswing	.966	.959
Forward swing - when clubhead contacts ball	.999	.973
Forward swing - when ball leaves clubhead	.922	.957
End of follow-through	.886	.647

Such correlations indicate that the measurements were highly reliable and that the golfers were very consistent in shifting their weight. This is one reason, no doubt, why they are golf professionals. Certainly they are "grooved" in relation to this factor.

Weight Shift. The weight distribution on each foot was translated into percent of total body weight.

DRIVER

Weight Distribution – % of total body weight on:

	Right Foot	Left Foot	Weight Shift: Back	Weight Shift: Forward
Original Stance:	48.06	51.94		
Backswing:				
When clubhead leaves ball	42.09	57.91	28.68	5.97
Top of backswing	70.77	29.23	22.71	18.02
Forwardswing:				
When club contacts ball	52.75	47.25		2.80
When ball leaves clubhead	49.95	50.05		20.82
End of follow-through	30.23	69.77		19.72
				22.52
				40.54

EIGHT IRON

Weight Distribution – % of total body weight on:

	Right Foot	Left Foot	Weight Shift: Back	Weight Shift: Forward
Original Stance:	47.66	52.34		
Backswing:				
When clubhead leaves ball	42.40	57.60	25.78	5.26
Top ob backswing	68.18	31.82	20.52	12.31
Forwardswing:				2.87
When club contacts ball	55.87	44.13		15.18
When ball leaves clubhead	53.00	47.00		34.12
End of follow-through	18.88	81.12		36.99
				49.30

Discussion

Original stance. As indicated in the chart the average distribution of weight was slightly forward on the left foot. Only one golfer had the weight evenly distributed using the driver and not one had the weight evenly distributed using the iron. Ten of 31 golfers using the wood and 12 of 31 golfers using the iron had more of the weight shifted to the right side at the original stance position. The highest amount of average weight shifted to the left side was 61.31 percent with the wood and 70.59 percent with the iron. The lowest amount of average weight shifted to the left side was 44.55 percent with the wood and 43.26 percent with the iron.

Forward press - when clubhead leaves ball. From the original stance to this point the average weight shifted forward to the left foot was 5.97 percent of the total body weight for the wood and 5.26 percent for the iron. Seven of the 31 golfers did not use a forward press when hitting with the eight iron. At this point as high as 67.60 percent of the average body weight was placed on the left foot using the driver and 70.59 percent using the iron. The lowest amount of average body weight shifted to the left side was 48.78 percent for the driver and 45.81 percent for the eight iron. Only three golfers using the wood and five using the iron had more of the weight shifted to the right side at this point of the golf swing.

Top of backswing. From the forward press position to the top of the backswing the weight was shifting rapidly back to the right side. The average weight back on the right foot was 70.77 percent of the body weight for the driver and 68.18 percent for the eight iron at the top of the backswing. Eighteen of 31 golfers had more than 70 percent of their weight on the right foot at this position using the driver and 15 had more than 70 percent using the eight iron. The highest amount of weight shifted to the right side was 85.04 percent using the driver and 84.55 percent with the iron. The lowest amount on the right foot was 53.20 percent of the body weight using the driver and 44.66 percent using the iron. One golfer had less than 50 percent of his weight on the right foot while using the iron. From the forward press position to the top of the backswing, 28.68 percent of the body weight shifts from the left side to the right side using the driver and 25.78 percent using the iron. From the original stance to the top of the backswing, 22.71 percent of weight, on the average, is shifted using the driver and 20.52 percent using the eight iron.

Forward swing - when clubhead contacts ball. During the downswing the weight is reshifted from the right side toward the left side. The average weight on the left foot at the time the clubhead contacts the ball was 47.25 percent of the body weight for the wood and 44.13 percent for the iron. On the average, 18.02 percent of the body weight is shifted forward from the top of the backswing to when the clubhead contacts the ball with the driver and 12.31 percent for the eight iron. The greatest amount of average weight on the left foot at this point was 68.09 percent using the driver and 75.18 percent using the iron. The least amount

of average weight placed on the left foot at this point was 33.99 percent of body weight with the driver and 31.87 percent with the iron. At this point only nine of 31 golfers had more than 50 percent of their body weight shifted to the left foot using the driver and seven of 31 golfers shifted more than 50 percent using the eight iron. For the majority of golfers used in this study more than 50 percent of their body weight was not shifted to the left side until sometime after the clubhead contacted the ball.

Forward swing - when ball leaves the clubhead. To determine exactly the point when the ball left the clubhead was quite difficult and may be subject to a slight degree of error. The average weight on the left foot at this point was 50.05 percent of the body weight while using the driver and 47 percent for the iron. The greatest amount of average weight shifted to the left foot was 71.16 percent of the body weight while using the driver and 77.78 percent while using the iron. The least amount of average weight shifted to the left side was 36.75 percent of the body weight for the wood and 34.80 percent for the iron. Only 12 of 31 golfers had more than 50 percent of their body weight shifted to the left foot using the driver and only seven of 31 using the iron. From the top of the backswing to the time the ball left the clubhead, 20.82 of the body weight shifted forward while using the driver and 15.18 percent while using the iron. From the time the clubhead contacts the ball until the ball leaves the clubhead, the forward shift of weight was 2.80 percent of the body weight using the driver and 2.87 percent using the iron.

Forward swing - end of follow-through. The average weight shifted to the left foot was 69.77 percent of the body weight for the driver and 81.12 percent for the iron. The greatest average amount of weight placed on the left foot was 86.66 percent of body weight for the wood and 91.67 percent for the iron. The least average amount of weight shifted to the left foot on the follow-through was 35.38 percent of the body weight for the wood and 68.85 percent for the iron. In relation to the driver, four golfers shifted between 50-60 percent, ten between 60-70 percent, twelve, between 70-80 percent, and four between 80-90 percent of their body weight. One well known golfer shifted only 35.38 percent of his body weight forward on the left foot at the end of the follow-through. In relation to the eight iron two golfers shifted between 60-70 percent, ten between 70-80 percent, fifteen between 80-90 percent, and only four shifted over 90 percent of their body weight forward on the left foot at the end of the follow-through. From the top of the backswing to the end of the follow-through, 40.54 percent of weight was shifted forward for the driver and 49.30 percent for the iron.

Conclusions

The following general conclusions were drawn from this study:

1. Individual differences in relation to the weight shift factor vary greatly among top flight golfers.

2. There was a high degree of consistency within the individual's pattern of performance in shifting the weight.
3. The evidence of this study does not support the opinions of a majority of authors on the subject of golf.

Recommendations

1. It is recommended that a further study be made of the weight shift factor using a wider sampling of golf professionals and, also, with a group of average golfers.
2. It is recommended that studies be made of the interrelationships of other factors related to golf performance.

A COMPILATION OF REPORTED RESEARCH STUDIES COMPLETED OR IN PROGRESS IN MEMBER INSTITUTIONS OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION, 1961

Edward W. Malan
Pomona College

Athletic Institute, Chicago 54, Illinois

1. Exercise & Fitness

Buffalo, University of, Buffalo 14, New York

1. An Exploratory Study of the Carlson Fatigue Curve Test — Fred Ohnmacht
2. Predication of Swimming Ability from Performance on Ten Land Drill — Fred Ohnmacht
3. A Factor Analysis of Ten Land Drill Exercises and Three Swimming Criteria — Fred Ohnmacht

California, University of, Los Angeles, California

1. A Study Comparing the Learning of a Gross Motor Task, To Learning a Similar Fine Motor Task, Based Upon Kinesthetic Cues. — Bryant J. Cratty
2. Relationship of Movement Patterns to Personality and Human Behavior. (Longitudinal Study) — E. Bell
3. Existing Practices in Relation to Civic Center, Community Recreation Tax (Section 20001 of the California Education Code.) — E. Bell
4. History of Human Movement Patterns in Mediterranean and European Countries. — Roland Cassidy
5. School Health Study, William S. Hart Union School District. — Joy Cauffman

6. The Viewing of Oneself Performing Selected Motor Skills in Motion Pictures and Its Effect Upon Perception of Self in Movement.	Clifton, M. & Smith & Hope
7. A Comparison of Selected Pre-teaching Competencies of the Transfer Students and the Non-transfer Students in the Physical Education Major Program at UCLA.	Cratty, B. J.
8. Selected Personality Characteristics, Correlated with Fine and Gross Motor Ability.	Cratty, B. J.
9. Characteristics of Human Learning in a Locomotor Maze.	Cratty, B. J.
10. The Locomotor Maze in Evaluating Motor Performance.	Cratty, B. J.
11. Strength Development Without Muscular Contraction.	Egstrom, G.
12. The Effects of an Emphasis Upon Conceptionalizing During the Early Learning of a Gross Motor Skill.	Egstrom, G.
13. The Effects of Fast and Slow Stretching Techniques on the Sacro-Femoral Angle.	Egstrom, G. & Logan, G. A.
14. A Post Exercise Evaluation of the Levels of Serum Enzymes in Untrained and Trained Subjects and Patients with Muscular Diseases.	Gardner, G. W. et al.
15. Relationship Between Isometric Strength Testing and Isometric Training in Knee Extension.	Gardner, G. W.
16. The Specificity of Cross Transfer in Strength Training of the Quadriceps.	Gardner, G. W.
17. A Six-Year Study of Characteristics of Male Physical Education Major Students at UCLA.	Handy, D. T. & Massey, W. W.
18. The T.V. Camera as a Teaching Tool in Dance.	Hawkins, Alma
19. A Study of Speed of Learning of Patterned Ballistic Skill by Physical Education Majors.	Hollingsworth, C. B.
20. Individual Movement Characteristics.	Hunt, V.V. &
21. Body Image and Perception.	Weber, M. E.
22. The Effects of Dieting and/or Exercise on Body Image.	Koslow, Beverly
23. History of the American Association for Health, Physical Education, and Recreation.	Miller, B. W.
24. Analysis of Pre-Game Tensions.	Morehouse, L.E.
25. Development of a Multi-purpose Athletic Protective Uniform.	Morehouse, L.E.
26. Physiological Factors in School Performance.	Morehouse, L. E. & Tobias, N.

27. The Use of Visual Cues in Skill Performance.	Morehouse, L.E. & G. O'Connell
28. Physical Fitness of Police Officers.	Morehouse, L.E. & G. O'Connell
29. Effect of Repeated Maximal Isometric Contractions on Strength Scored.	E.M. O'Connell
30. General Versus Specific Factors in Strength Performance.	E.M. O'Connell
31. The Use of Electromyography in Determining the Relation Between Static and Dynamic Muscular Tension Levels.	E.M. O'Connell
32. A Kinesiological Analysis of the Weight Shift Factor in Golf Performance.	Snyder, R.A. & McIntyre, Nanette
33. Dental Health Behavior of Junior High School Pupils in Selected Religious Sponsored Schools.	Sutton, W. & Bolton, L.
34. School Health Program Study: William Hart Union High School District.	Sutton, W.
35. Junior College Health Education Program Inventory.	Sutton, W.
36. Student Role Conflict and Ambiguity.	Waltz, Maryann
37. A Longitudinal Analysis of Change in Student Values as Measured by the F-Scale.	Waltz, Maryann
38. Effects of Instruction in Techniques of Relaxation as Measured by the Electromyograph.	Weber, M. E.
39. Analyses of the Effects of Instruction in Technique of Relaxation: Awareness of Position of Body Parts.	Weber, M. E.
40. Analyses of the Effects of Instruction in Techniques of Relaxation: Adjustment in Production of Force.	Weber, M. E.
41. Directional Goals for Clinical Therapy Experiences.	Young, Carl H.
42. Requirements for Corrective Therapy Preparation and Standards for Accreditation of Educational and Clinical Institutions.	Young, Carl H.

California, University of, Santa Barbara, California

1. Blood Flow in the Arm During Muscular Contraction.	Rohter, Frank
2. Blood Chloesterol Changes During Physical Training.	Rochelle, Dr.R.H.
3. 17 Kesasteroid and Blood Cholesterol Responses During a Physical Training Program.	Rochelle, Dr.R.H.
4. Serum Glutamic Ovalacetic Transaminases Responses During Exercise.	Rochelle, Dr. R.H.

5. Health Knowledge Achievement of Junior College Students in California.	Dearborn, T.H.
6. Physiological Changes with Underwater Swimming Training.	Thornton, Michael & Rohter, Frank
7. Relationship Between Reaction Gallon Time and Cardiac Fitness.	
8. Changes in Pulse Recovery Rate, in Reaction to Pain and to Agility Following Periods of Conditioning and Deconditioning in Football.	Hammes
9. Electrocardiographic Reactions During Physical Training.	Samuel Adams

Colorado State College, Greeley, Colorado

1. A Study of the Movement Times From Two Stances in Basketball.	Larry Creger
2. A Study of Progressive Resistance Exercise for the Improvement of High School Shot Putters.	Charles K. Brown
3. Weight Training of the Arms and Upper Body and its Effect Upon Speed of High School Boys in the One Hundred Yard Dash	Thomas Woodall
4. A Comparison of Two Types of Physical Conditioning Programs of High School Athletes.	Forrest Westering
5. The Effects of Levels of Intense Activity on Total Body Reaction Time.	Robert W. Sorge
6. The Effects of Knowledge and Application of the Mechanical Principles of Force and Projection Upon Selected Performance Test Items.	R. Montgomery
7. A Study of the Effect of Participation in Physical Education and Athletics on Reaction and Movement Time.	James E. Genasci

Connecticut, University of, Storrs, Connecticut

1. The Effects of Drinking Milk Before Strenuous Activity Upon Certain Motor Performance.	Hollis F. Fait
2. The Effects of Drinking Milk Before Strenuous Activity Upon the Flow and Consistency of the Saliva.	Hollis F. Fait

Dayton, University of, Dayton, Ohio

1. An Analysis of the Relationship of Selected Eye-Hand Factors to Success in Eye-Hand Skill.	Mary Leonard

2. Fitness Norms for Junior High School Boys. — Robert C. Fort

DePauw University, Greencastle, Indiana

1. An Evaluation of Unethical Practices of Athletic Coaches of Selected Colleges and Universities. — Robert Harvey

Emory University, Atlanta 22, Georgia

1. A Comparison of Three Approaches to Improving General Motor Ability. — Wm.Clyde Partin
2. The Role of Edward Hitchcock in American Physical Education. — Joseph Welch

Fort Hays Kansas State College, Hays, Kansas

1. Effect of Order Upon a Selected Measure of Human Strength. — H. Morris
2. Reliability of Human Strength Measure: Interclass Correlation. — Walter Kroce
3. Learning Factors in a Human Strength Measure. — Walter Kroce

Florida, University of, Gainesville, Florida

1. Analysis of Student Injuries at the University of Florida with Specific Emphasis on the Preventitive Responsibilities of Physical Education Departments. — Wm. H. Solley
2. Analysis of Research Techniques Employed in Studies Reported in the Research Quarterly 1951-60. — Wm. H. Solley
3. Factors Related to the Cost and Support of Driver Education in Florida Schools. — Wm. A. Neutzel & Wm. H. Solley
4. Use of the Heart Rate Response as a Measure of Circulo-Respiratory Capacity. — Francis J. Nagle & Thomas Bedecki
5. The Effect of Length of Participation in Required Activity Classes Upon the Attitudes of College Men Toward Physical Education and Physical Fitness. — Clifford A. Boyd & I. L. Waglow
6. Competency Changes in Physical Education Majors During Teaching Internship. — Clifford A. Boyd

Iowa, State University of, Iowa City, Iowa

1. Battery of Tests for Measuring Basketball Ability of High School Boys. — Darrell Conway

2. Football Stance and Speed in Starting.	Louis Holtz
3. Comparison of Attitudes of College Seniors Toward Required Physical Education with Attitudes the Same Students Had As Freshmen.	Paul Kerber
4. A Comparison of American and Canadian Football Rules.	Robert Rogers
5. Effect of Practice at Small Baskets Upon Accuracy in Shooting at Large Baskets.	Veryl Sell
6. A Comparative Study of Physical Fitness of American and Chinese Youth.	Tse Kia Tcheng
7. Mechanical Analysis of Selected Wrestling Maneuvers.	James Valentine
8. Comparison of Flexibility of Negro and White Athletes.	Byron Vickery
9. Effectiveness of Motion Pictures as Instructional Aids in Correcting Batting Faults.	David Watkins
10. Effect of Eating on Swimming Performance in 100-Yard Dash.	Jerry Ball
11. Effect of Training in Throwing and Kicking on Performances of Third Grade Children.	Paul Dohrmann
12. Effect of Selected Motivating Conditions on Performance in Physical Fitness Tests.	Clinton Strong
13. Effect of Eating on Performance in 440 Yard Dash and 880 Yard Run.	Gene M. Asprey & Louis E. Alley

Kent State University, Kent, Ohio

1. Effects of Exercise on Serum Cholesterol Levels of Adult Men.	Dr. L. Golding
2. Correlation Between Skinfold Fat Measures and Specific Gravity.	J. Roberto & Lawrence Golding

Kansas State Teachers College, Emporia, Kansas

1. A Followup Study of Physical Education Majors at the Kansas State Teachers College of Emporia.	Melvin A. Long

Louisiana State University, Baton Rouge, Louisiana

1. Comparison of the Effectiveness of Isometric and Isotonic Exercises When Performed at Different Frequencies Per Week.

2. The Effect of Age and Frequency and Intensity of Various Training Schedules on Running Performance. — Hans H. Leis

Long Beach State College, Long Beach, California

1. Prevention of Muscular Distress After Exercise. — Herbert A. deVries
2. Electromyographic Observations of the Effects of Static Stretching Upon Muscular Distress. — Herbert A. deVries
3. A Comparison of Static and Ballistic Stretching Methods for Effectiveness in Improving Flexibility. — Herbert A. deVries
4. Effects of One Hour Per Week of Conditioning Upon Selected Motor Fitness Measures of College Men. — Herbert A. deVries & Bartlett
5. Metabolic After Effects of Exercise. — DeVries & Gray
6. Electromyographic Evaluation of a Relaxation Training Procedure in Combating Stressful Situations. — Herbert A. deVries

Maryland, University of, College Park, Maryland

1. The Relationship Between Body Image and Certain Measures of Motor Performance. — Louise Schultz
2. The Role of TV Health Advertising and its Relationship to Health Attitudes as Measured by a Sentence Completion Test. — Barnard Lowell
3. Effects of a Modified P.E. Program Upon the Social Adjustment of Physically Handicapped Junior High School Boys. — Otho Jones
4. Effects of Participation in Three Different P.E. Programs Upon Selected Aspects of Personality Development. — Daniel Gadra
5. Investigation of Primitive Health Practices and Traditions Among the Tarchamara Indians of Mexico. — Wesley Stickney
6. An Analysis of the Relationship Between Visual Performance and Batting Average of College Baseball Players. — Norman A. Zigwasi
7. A Contemporary Study of the Professional Status of the High School Coach in the State of Maryland. — George A. Gernard
8. The Effect of Warm-up Upon an Endurance Run on a Treadmill. — Edwin Szined
9. A Comparison of the Jumping Ability of American Negro Male College Students

	with American White Male College Students as Measured by the Sargent Vertical Jump Test.	Joe Herztein
10.	The Relationship of Selected Motor Fitness Test Scores of Freshmen and Sophmore College Men to Their Physical Education Grades.	Ralph Platt
11.	The Effects of Music on Pulse Rates and Work Output of Short Duration.	Coutts & Curtis
12.	A Study of Two Forms of Broad Jumping.	Bevington
13.	Effect of Isometric and Isotonic Unilateral Elbow Flexion on Endurance of the Elbow Flexions of the Contralateral Arm.	Fulton
14.	The Physical Fitness Status of Secondary School Boys in Baltimore County, Maryland.	William G. Huppert
15.	Annotated Bibliography of General P.E. Books for Secondary School Teachers.	Charlotte J. Mellott

Newark College of Engineering, Newark 2, New Jersey

1.	Physical Education Facilities	Paul C. Hausser

North Dakota, University of, Grand Forks, North Dakota

1.	A Comparative Study of Two Physical Education Programs for Male Students at the University of North Dakota.	Orlo A. Sundre
2.	A Study of Adapted Physical Education for Men in Selected Colleges and Universities in U.S.	Robert W. Strand
3.	A Study of the Effectiveness of a Specifically Designed Program of Conditioning at the University of North Dakota.	Orlo A. Sundre
4.	An Analysis of the Effects of a Weight Training Program on Selected Measures of Muscular Strength, Endurance, Power, Speed, and Agility on Adolescent Boys.	Robert A. Dire

North Carolina, University of, Chapel Hill, North Carolina

1.	Effects of Amphetamine (Dexedrine) and Caffeine on Subjects Exposed to Heat and Exercise Stress.	E.Marvin Allen & Carl S. Blyth & B.W. Lovingood
2.	The Effects of Amphetamine (Dexedrine) and Caffeine on Subjects Exposed to Heat and Exercise Stress.	Carl S. Blyth & E.Marvin Allen & B.W. Lovingood

3. Athletic Activity in Hot Weather.	Carl S. Blyth & R. B. Lindsay
4. Heat Exhaustion.	Carl S. Blyth & B.W. Lovingood
5. The Role of Exercise in Weight Control.	Carl S. Blyth & J. J. Burt
6. A Study of Motor Achievement and Mental Achievement of Sixth Grade Children.	Raymond E. Bauer
7. A Study of Existing and Desired Practices in the Conduct of Intercollegiate Athletics in Selected North Carlina Colleges and Universities.	John D. Sanford
8. An Experimental Study of Strength Prediction, Competitiveness and the Effect of Physical Training on Body Composition and Strength.	Walter C. Taylor

Oklahoma State University, Stillwater, Oklahoma

1. The Effect of Several Physiological and Environmental Variables on All Out Treadmill Running Performance.	Aix B. Harrison

Pennsylvania State University, University Park, Pennsylvania

1. The Relationship Between Rate of Learning and Retention of Certain Sensorimotor Skills.	Mrs. Robert Bender
2. The Differences in Reaction Time and Movement Time Among Various Hand-Foot Preference Groups.	Ronald Black
3. A Dancer's Ability To Communicate Ideas and Emotions Through Dance Gestures.	Patricia Curtis
4. An Analysis of Eye Movements and Visual Focus During Early Learning and Later Performance in Juggling.	James Gallagher
5. An Experimental Study of Methods Adapted to Teaching Low Skilled Freshmen Women in Physical Education.	Joan Nessler
6. The Frequency of Maximum Effort Most Favorable for the Development of Endurance in Prison Inmates.	Ralph Reifinger
7. The Effect of Varying the Rest Interval on Re-test Performance in a Motor Fitness Battery.	Richard Sauers
8. The Effect of Wearing Ten pound Jackets on Development of Endurance Training.	George Tait
9. Relationship of Quantity and Distribution of Practice to Endurance, Speed, and Skill Development by Beginners.	George Alan Stull

10. Endurance Training at Various Practice Frequencies; Effect on Attainment Levels and on Cardiovascular Functions. — Robert Thomas

Syracuse University, Syracuse, New York

1. A Comparative Analysis of State Association of Health, Physical Education and Recreation. — Milton Weishecker
2. Historical Study of the Development of the School Health Education Program in New York State. — Harold Childs
3. An Evaluation of the Undergraduate Professional Preparation in Physical Education for Men at State University Teachers College, Cortland, New York. — Whitney Corey
4. A Study of Extra Duty Compensation in the Public Senior High School in Northeastern United States. — Ross Van Ryseuyk

Southern California, University of, University Park, Los Angeles 7, California

1. Specificity of Strength Transfer. — G.A. Logan & A. Lockhart
2. Validity of Seashore Tests of Rhythm-Timing as Physical Education Measures. — A. Lockhart
3. Retention of Gross Motor Skills After Long Periods of No Practice. — A. Lockhart & Bonnie Purdy
4. Economy of Learning at Beginning Levels of Gross Motor Performance. — Paul Thomas
5. The Effects of an Emphasis on Conceptionalizing Techniques During Early Learning of a Gross Motor Skill. — Glen Egstrom
6. A Study of Selected Physiological Adaptions in Underwater Swimming. — Raymond Thornton & Frank Rohter
7. DDS - The Dentists Daily Seven. — Metheny & Logan
8. DDS - Example of Cooperative Research with Human Factors in Dentistry Research Group. — Metheny & Logan
9. Factors on the Selection of Camp Counsellors. — Marion Perry
10. A Pictorial Health Test for Fifth Graders. — Trudys Lawrence

San Diego State College, San Diego, California

1. Physical Fitness of Marine Recruits. — Frederick Bates
2. An Outdoor Gymnastics Teaching Station. — John Halvorsen

3. A Survey Study of the Problems of Weight Reduction in S.S.C.I.F. Wrestling. — John J. Lynch
4. A Study of Girls Play Days as an Educational Device in the Public Schools of Southern California. — Carroll Hauenstein
5. Activity Preferences of Senior Girls. — Joan Peterson
6. Use of Projected Slides in Teaching First Aid. — Jesse Thompson
7. A Developmental Study of Beginning Gymnastic Activities for Junior High School. — Joseph McKirahan

Texas A & M College

1. Effect of Training with Leg and Wrist Weights on Track and Field Performances. — C. W. Landis

Texas, University of, Austin 12, Texas

1. A Comparison of Strength Loss and Gain Among Post-Operative Knee Cases and the Effect of Early and Late Physical Reconditioning.
2. A Preliminary Study: The Boot and the Bench Technique of Progressive Exercise in Reconditioning.
3. The Deep Squat Exercise as Utilized in Weight Training for Athletics and Its Effect on the Ligaments of the Knee.
4. The Effect of Progressive Resistive Exercise for Increasing Shoulder Stability in Chronic Shoulder Dislocation Cases.
5. The Development of a Testing Instrument for Measuring the Movement of the Medial and Lateral Collateral Ligaments and Its Use in Specific Reconditioning of Ligament Stability of the Knee.
6. Strength Maintenance Following Specific Physical Reconditioning of the Problems of the Knee.
7. The Bench Technique of Exercise as a Therapeutic Modality Following Post-Operative and Post Injury Conditions of the Knee.

Texas College of Arts and Industries, Kingsville, Texas

1. Self Rating Scale.	Brinley

Toledo, University of, Toledo, Ohio

1. Effects of Adrenalin on Immediate and Postponed Exercise.	Michael Hall & P. B. Johnson
2. Effects of Overload Jumping on Vertical Jump Ability.	P. B. Johnson & R. Bierley
3. Effects of Modern Dance Training on Selected Tests of Physical Fitness.	Bobbie Hall
4. Effects of Periodic Acute Starvation on Vital Organs.	Perry B. Johnson
5. Effects of a Minimal Fitness Program for Adults.	Perry B. Johnson

Virginia, University of, Charlottesville, Virginia

1. Establishing Physical Fitness Norm for Fifteen Year Old Boys and Girls in Virginia Public Schools.	James C. Fox
2. A Survey of Gymnastics and Tumbling in the Public Schools of Virginia.	Roger W. Webb

Washington, University of, Seattle, Washington

1. An Evaluation of Performance in Certain Physical Ability Tests Administered to Selected Male Students.	Frank G. Mach
2. The Effect of Participation in Selected Physical Fitness Activities on Fifth Grade Pupils in the Shoreline School District, 1960.	Robert C. Scruggs
3. An Analysis of Progressive Pulse Rate Test Scores and the Enlargement of the Area Beneath the Brachial Pulse Wave.	Jack J. Joseph
4. Wetzel Grid Classification Techniques as Bases for Evaluating Individual Performances in Selected Physical Ability Tests.	Howard Carlson
5. A Comparison of Mountain Climbing Methods and Equipment Used in the State of Washington for Selected Situations.	Peter Steilberg
6. Cardiorespiratory Components of Physical Fitness--subjects will be athletes, University of Washington track and football squads.	Drs. Cutler & Bruce

7. Cardiorespiratory Components of Physical Fitness--subjects will be physical education majors and service course students as subjects. — Drs. Cutler & Bruce
8. Cardiorespiratory Components of Physical Fitness--subjects will be Faculty Conditioning Class Members. — Drs. Cutler & Bruce

United States Military Academy, West Point, New York

1. Physical Education and the Development of Leadership Characteristics in Cadets at the United States Military Academy. — Alfred C. Werner

Wisconsin, University of, Madison, Wisconsin

1. Combining the Winged-T and Spread Formation for an Effective High School Football Offense. — Richard Trotta
2. The Effect of Three Systematic Weight Training Methods on the Jumping Ability of High School Players. — Dave E. Genzmer
3. An Investigation of Basketball Fouls and Violations, Delay in Player Substitutions, and the Time Lost Due to Player Violations. — Russell Blish
4. An Analysis of College Basketball Officiating. — Pete L. Kasson
5. A Cinematographical Analysis of Baseball Batting. — R. J. Nieman
6. A Study of Physical Fitness Testing at Sevastopol High School. — Eugene Waterstreet
7. A Study on the Effect of Exercise and Exposure to Cold on Survival of White Mice in Surgical Shock. — Pete W. Olson
8. The Effects of a Nine-week Weight Training Program Upon Measures of Dynamic Strength of Adolescent Males. — Jerome Fishbain
9. The Effect of a Weighted Training Shoe on the Jumping Performance, Agility, Running Speed, and Endurance of College Basketball Players. — D. Wayne Lukas
10. Motor Proficiency and Scholastic Attainment as Factors Affecting the Social Status of Seventh Grade Boys. — Robert V. Fritz
11. The Effect of Exercise Upon the Support Provided by Three Types of Ankle Bandages. — Robert M. Malina & Lyle B. Plagenz
12. Evaluating Effort and Performance of High School Wrestlers. — David E. Hochtritt

13.	A Survey of Athletic Training Facilities and Personnel in Selected Colleges in the State of Wisconsin.	George Wastila
14.	Analysis of High School Basketball Rebounding in Practice and Game Situations.	Ronald Einerson
15.	A Comparative Study of Former Male Athletes with Non-athletes of Delavan High School as to Socio-Economic Status.	Wallace Zimmerman
16.	The Effect of Weight Training on the Putting Distance of Shot Putters at Mt. Pleasant High School.	Richard Nicolazzi
17.	An Analysis of the Duties of High School Physical Education Teachers.	Steve Hoffman
18.	Accident Rates of Elementary and Secondary School Boys Occuring in Physical Education and Inter-Scholastic Sports in the Elgin, Illinois Public Schools.	John A. Knutson
19.	The Carlson Test as an Accelerated Conditioner for Basketball at the High School Level.	Otis A. Mehlberg
20.	A Proposed Administrator's Guide to Physical Education, University of Wisconsin Extension Division.	Richard Frecka
21.	A Cinematographic Analysis of High School Performers Shooting the Basketball One-Handed Jump Shot.	Jerry Swan
22.	The Effect of Weight Training Program on the Sprinting Ability of Football Linemen.	Russ Young
23.	The Effect of Weight Training Exercises on the Jumping Ability of St. Norbert College Basketball Players.	Romie R. Kosnar
24.	An Analysis of the Athletic Records of Selected Wisconsin High Schools.	Stanley Zenz
25.	A Study of the Learning Pattern of Basketball Players from the Standpoint of Secondary Hand Skills.	George Hornen
26.	The Fitness of Wisconsin (University) High School Boys Compared to National AAHPER Youth Fitness Test Norms.	Edward Goss
27.	A Comparison of the Youth Fitness Scores of Beloit Junior High School Boys with the National Youth Fitness Standards of the AAHPER.	Ralph Irvin
28.	A Survey of Wrestling Procedures in Wisconsin High Schools.	Eugene Sorenson
29.	An Evaluation of Intramurals at the University of Wisconsin.	George Rouches

THE PLACE OF THE NCAA IN INTERCOLLEGIATE ATHLETICS

A. J. Bergstrom
Executive Assistant to the Director NCAA

The National Collegiate Athletic Association is a voluntary organization made up of 582 member institutions and affiliated associations devoted to the sound administration of intercollegiate athletics in all its phases. Through the NCAA, member institutions consider any athletic problem which has crossed regional lines and has become national in character. The Association stands for good conduct in intercollegiate athletics and serves as the colleges' national athletic accrediting agency. In other words, the NCAA is the colleges and universities themselves.

The NCAA is not an organization of large institutions or small institutions, rather, it is the organization which encompasses all colleges and universities regardless of size, financial support, or church affiliation. Any college or university may become an active member of the NCAA if it meets the following conditions:

1. It must be a four-year, accredited, degree-granting institution recognized by the academic accrediting agency of the region in which it is located.
2. A member institution must maintain a minimum of four intercollegiate sports with one sport in each of the three traditional seasons of the academic year.
3. Each institution must comply (with the chief executive officer annually certifying) with all the rules and regulations of the NCAA dealing with financial aid, recruiting, playing and practice seasons, post-season competition, and many other areas of athletic administration.
4. Each member must agree to cooperate fully with the NCAA enforcement program and respect the penalties imposed by that program.

The present membership of the Association includes 168 institutions classified by self-determination as University Division and 356 which are classified as College Division. Of interest is the fact that within the past ten years, the College Division membership has increased from 111 to its present enrollment of 356. To meet the expanding needs and desires of this segment of its membership, the NCAA has responded with a variety of services designed specifically for the College Division. Also, the Association has recently added another male member to its executive staff whose primary responsibilities will be in the area of College Division activities.

Briefly, the purposes of the NCAA, as defined by its Constitution, are as follows:

1. To uphold the principle of institutional control of, and responsibility for, all collegiate sports in conformity with the Constitution and By-laws of the Association.
2. To stimulate and improve intramural and intercollegiate sports.
3. To encourage the adoption by its constituent members of strict eligibility rules to comply with satisfactory standard of scholarship, amateur standing, and good sportsmanship.
4. To formulate, copyright, and publish rules of play for the government of collegiate sports.
5. To preserve collegiate athletic records.
6. To supervise the conduct of regional and national collegiate athletic contests under the auspices of the Association and establish rules of eligibility therefor.
7. To cooperate with other amateur athletic organizations in the promotion and conduct of national and international athletic contests.
8. To study any phases of competitive athletics and establish standards therefor, to the end that colleges and universities of the United States may maintain their athletic activities on a high plane.
9. To legislate through Bylaws or resolution of a Convention upon any subjects of general concern to the members in the administration of intercollegiate athletics.

In regard to services for its membership, the National Collegiate Athletic Association:

1. Serves as the overall national discussion, legislative, and administrative body for the universities and colleges of the United States on matters of intercollegiate athletics.
2. Represents the colleges before the Congress of the United States in legislative matters pertaining to elimination of the federal admissions tax on college athletic events, anti-bribery and gambling laws, sports television, and federal aid to education affecting sports and physical education.
3. Maintains an eight-person national headquarters staff in Kansas City, Missouri, and an 11-man service bureau (National Collegiate Athletic Bureau) staff in Forest Hills, New York.
4. Publishes annual "Official Guides" in nine sports through the National Collegiate Athletic Bureau. The NCAB also collects, compiles and distributes to the press and college officials the official statistics of college football and basketball, and generally performs other functions commonly associated with a record-keeping agency. (Track and field statistics are also issued by the NCAA.)
5. Conducts 15 National Collegiate Championship events in 13 sports--baseball, basketball (college and university divisions), cross-country (college and university), fencing, golf, gymnastics, ice hockey, skiing, soccer, swimming, tennis, track and field, and wrestling. This historic series dates back to 1883 and over this 79-year span more than 44,000 student-athletes have competed in these events, with 2,416 earning the coveted

title, "National Collegiate Champion." The series is scheduled to be expanded to 19 events in 1963 with the addition of four College Division national championships.

6. Conducts studies as a means of developing solutions to athletic problems, such as the recent surveys on television, post-season events, athletic and recreational facilities, sports injuries and safety, recruiting and financial aids, length and time of playing and practice seasons.
7. Participates in the U. S. Olympic and Pan American movements as the administrative agency for the colleges in fund-raising, sports organization, and the providing of coaches and athletes for United States teams.
8. Enacts legislation to deal with athletic problems when they spread across regional lines and member institutions concur that national action is needed.
9. Administers group travel and medical insurance programs whereby member institutions can provide catastrophe coverage for student-athletes when they are engaged in practice, play, or transport. More than 85,000 persons are enrolled annually in these two programs.
10. Maintains a central clearing and counseling agency in the field of college athletic administration.
11. Provides financial and other assistance to various groups interested in the promotion and encouragement of intercollegiate and intramural athletics; actively assists the various national coaches associations in projects which provide better teaching, better competition and sounder administration.
12. Provides a large film library, covering play in national meets and tournaments. This library of more than 250 titles includes films on baseball, basketball, boxing, gymnastics, ice hockey, swimming, track and field, and wrestling.

In other words, the NCAA is the organization through which the colleges and universities of the nation speak of and act on matters pertaining to intercollegiate athletics on a national level. It has grown through experience and progressed from disaster. Its rules and regulations have been adopted by its membership as a result of years of observation and experience in the field of college athletics. The Association's membership subscribed to and supports the premise that once rules are enacted they should be enforced and consequently, has set up an effective enforcement program.

At this point, I would like to briefly comment on the workings of the NCAA enforcement program and its effect upon the conduct of intercollegiate athletics. Because the final results of infractions cases border on the spectacular, they, like NCAA championship events and the Association's football game of the week on television, come into the view of the general public.

Allegations of rules infractions are directed to the NCAA Committee on Infractions, a fact-finding group made up of three faculty men from NCAA member institutions. In the development of the facts in a case, this Committee spends many long and tedious hours sifting voluminous reports and statements. During the processing of a case

and developing the facts in it, the institution alleged to have been in violation is welcomed to have its representatives appear before the Committee to provide facts as the institution knows them or to refute charges filed against it. Once all facts are before it, the Committee determines whether a violation of NCAA legislation has occurred. If not, the case is closed and the matter is laid to rest. If a violation has occurred, the Committee reports such to the institution and the NCAA Council which has been authorized by the Association's membership to act in the interim between Conventions. During the time the Council reviews the case, the institution alleged to have been in violation has the privilege and usually exercises its right, to appear before the Council to argue any points of association law or present any new evidence having a direct bearing on the case. The Committee on Infractions may or may not have recommended a penalty in the case, depending whether the Council has requested such a procedure.

The enforcement program, put into effect in 1952 and stepped up by action of the Association's membership in 1955, is one of the most important functions of the NCAA. The support which it has received from the membership is indicative that this program effectively aids in maintaining intercollegiate athletics upon a high plane. Certainly, the enforcement program must be considered as an important factor in determining the NCAA's place in intercollegiate athletics.

THE PLACE OF NAIA IN INTERCOLLEGIATE ATHLETICS

A. O. Duer
NAIA Executive Secretary-Treasurer

Brief History: In 1936, representatives of 17 colleges and universities from the states of Missouri, Oklahoma, Kansas, Nebraska, and Texas met at Winfield, Kansas, to discuss the formation of an "All College" basketball tournament. This group was stimulated by a common feeling of protest in the method of organization of the 1936 Olympic Basketball Trials. At that time "four-year" colleges were differentiated from "universities" and were placed in a bracket with the Amateur Athletic Union teams for qualifying for the Olympic Basketball Trials for the United States. They were required to qualify through the AAU tournament.

At this meeting, E. S. Liston, athletic director of Baker University, Baldwin, Kansas, was elected "head" of the committee. He remained in leadership until his death in 1949.

The following year, 1937, the first "college" basketball tournament--composed of eight teams--was held at the Municipal Auditorium in Kansas City.

The National Association of Intercollegiate Basketball (NAIB) was officially organized in March of 1940, at which time the tournament had grown to include 32 teams, a pattern which is still followed. This is the 25th year of the basketball tournament, which is the oldest college basketball tournament, with the NCAA tournament being established in 1939.

The organization operated as exclusively a basketball organization until 1952, when the NAIB had grown to include over 300 members. At this time, the membership determined, by almost unanimous mail vote, to enlarge the scope of the organization to include nation events in other sports and to cooperate in the establishment of common rules and standards in solution to problems of athletics which were common to a majority of member institutions. At this date the NAIA sponsors 11 national events in as many sports.

NAIA has always been known as a "small college" organization. While our 465 member institutions are still predominately colleges of small and moderate enrollment, many who know the nature of our present program feel that this is not an accurate descriptive term nor the key factor in defining the true nature and function of NAIA.

A tabulation of our membership indicates that it includes a range of enrollments from 190 to 6,500. Eleven colleges have enrollments under 300 students and fifteen colleges have enrollments between 3,500 and 6,500. However, the average enrollment of our 465 colleges is 1,172 students.

Much time and energy have been given to the task of defining a "small college" athletically on the basis of enrollment figures. However, in our modern athletic world, this has proven futile. The size of enrollment is no longer the major determining factor in the strength of a college or university athletic program, but the size of the athletic budget and, more specifically, the guiding philosophy, aims, and objectives of the program. A much more accurate term today would be "major competition level" and "non-major program." A number of colleges with small enrollments have built or are in the process of building programs to compete with the major competition level, while an increasing number of institutions with enrollments numbering thousands of students are gearing their programs to compete with other programs well below the major level. The news services today have developed an official list of institutions which are considered major competition. Enrollment is not a factor in this consideration, but rather the emphasis--and necessary budget--expended in procurement and financial aid to athletes, coaching staff, scouting, travel, and other areas. To become major, an institution must schedule over 50 percent of its games in a given sport with recognized major teams over a two-year period.

A small college athletically is one whose administrative policies dictate that they control the athletic program to compete with institutions below the major competition level. In order to hold membership in NAIA, institutions must schedule 75 percent of their games in a given sport with non-major competition.

Actually in recent years three levels of competition have developed:

1. Approximately 125 institutions whose programs are recognized as major.
2. A middle level of colleges scheduling both major and non-major levels of competition, but directing their policies toward becoming acknowledged major competition and scheduling as many major level teams as possible. This level also includes quite a number of institutions which develop policies with the

hope of competing in the major level in one or two sports, with the remainder of their program being dropped or staying on an intramural or non-major level.

3. A large number of colleges, made up primarily of those with moderate enrollments, which are interested in maintaining programs well below the major level of competition, with no desire to gravitate to the major competition level.

The steps which must be taken by an institution in developing a major level program, therefore, are well established and commonly recognized. While size of enrollment may be used to justify this determination, it is by no means a major factor in the difficult but total process. Highly skilled athletes necessary to compete on this level admittedly are not accidentally found in the line at enrollment time. They have been brought to the campus after months of search and the signing of a "letter of intent" to protect this valuable property from the evil clutches of other institutions, with various amounts of financial aid assured.

This has come to be common, but to a far lesser degree, in many of the non-major programs. The only relationship is that of correlation in size of enrollment and amount of money for the athletic budget, which is relatively low.

The establishment of NAIA in 1952 as an organization functioning in all phases of the athletic program of the membership, was in consideration of the following:

1. Evolutionary changes were evident in many areas of our society, having contrasting effect upon major and non-major programs:

   a. Television had come into wide use and, coupled with other less evident influences, had begun to affect gate receipt income to a serious degree in the non-major programs. The non-major programs were not sufficiently appealing to the sports public to become an attractive item on the limited TV market of that day, or of any modern day, for that matter. The non-major programs had no other source of income with which to support their programs and a serious evaluation was necessary to prove to the college administrator that the athletic program was of sufficient educational merit to justify even limited support of the program from the general budget of the institution. Fortunately, a combination of the immense popularity of athletics with the public and a rather abundant economy served to save the intercollegiate program in our non-major institutions, but many were forced to curtail their programs to include only a few sports. Equally fortunate was the fact that many non-major colleges had already financed their athletic programs from the general college budget.
   b. The growing difference, both in the nature and magnitude, of problems facing major and non-major athletic programs was recognized. The most obvious was economic, but other pressures of lesser magnitude but equal significance were evi-

dent. However, it became clear that the non-major college athletically must in the future directly finance a major part, if not the entire load of the athletic program budget, or seek outside subsidy, which we feel is unwise. While there was concern in the major competition level, it was obvious that the great popularity and status of the major competition area would be sufficient, with minor adjustments, to avoid serious damage. Business could continue pretty much as usual, and TV might prove an asset to their programs.

c. With the proven success of the established NAIB basketball tournament, member institutions were convinced that the best interests of their athletic programs lay in concentration on participation with other institutions with programs of the same relative strength and similar athletic principles and practices. Thus, the desire to include other sports within the program. Only a relative few could compete on equal terms with the major level and this act would broaden participation. The addition of other sports served almost immediately to broaden the athletic programs of a large segment of our membership. Track, baseball, golf, tennis, wrestling, swimming were given renewed interest and impetus.

d. There was a hope in the minds of many that through close cooperation of like programs, the constant pressure on the mushrooming budget in a growing inflationary period could be materially lessened.

e. It was recognized that the policies, standards, and accepted practices of the major level program were entirely inadequate to serve the needs of non-major programs. If the problems of the non-major level were to be solved, they must be attacked by those who understood and experienced those problems directly. It was proven that the policies adopted by and for the major level of competition were, in most cases, having little effect upon our member colleges. Absolutely no policies existed at that time specifically designed for the small or non-major college athletic program.

f. A trend was evident which was of grave concern to our membership. This trend was the common practice of separating the athletic program from the physical education program, of which it had traditionally been a part, and developing entirely separate policies to guide this popular member of the college family. This has proven to be one of the most significant trends in that this was the initial step which opened the door for athletics to operate by policies designed to take advantage of the more liberal educational concepts in order to increase gate receipt income and assure winning success. This happened in a vast number of major level programs in the country, and has been a trend in non-major colleges, resulting in more aggressive policies of administration. More recent trends include the common practice of involving the student body, alumni, and even synthetic alumni in the form of booster clubs to the policy-making body of athletics.

> Faculty control was retained, but their influence often became quite remote.

Lest this statement seem too smug and critical, let me say that we have acknowledged that the major impetus to some lessening of pressures in the non-major level is lack of budget. One can take little credit for morality or wisdom which circumstances beyond his control force upon him. The pressure of our society toward bigness, commercial, and winning success presents a status symbol which is very appealing to any college, even to a poor, struggling institution which has difficulty fielding an athletic team, much less winning a championship.

A major function of NAIA is that of providing a program in which an institution with a modest program, well below the major level, can be recognized for skill and achievement, without being subjected to the extreme pressures and educational inconsistencies involved in attempting to live far beyond its normal means. It has been proven that the acceptance of various and sundry patterns of finance, not normal to the institution, can and does increase these pressures to the damage of the program.

We are in danger, at this point, of gearing our program to developing highly skilled athletes for the mushrooming professional sports program. This is a significant part of our problem in competing favorably in the Olympic Games, or any other top level amateur program.

This is not a criticism of the professional sports program, for I am convinced their popularity can be a force for correcting many of the educationally indefensible practices in athletics.

The primary functions of athletics in the college are not winning success, gate receipts, and publicity, nor the training of highly skilled athletes for professional sports, but the instilling of worthy character traits and habits, ethical ideals, emotional stability, and physical health for citizenship and leadership in all levels of our democracy.

These values are not inherent in sports, but are the result of careful planning, wise leadership, and continuous emphasis. They do not come by chance. If winning, gate receipts, and publicity are the most important values to the coach and college administration, little else of value will be achieved in support of the aims of the college, or to the benefit of the athlete.

One of the stated aims of NAIA is that of making intercollegiate athletics an "integral part of the total educational program of the institution." In furthering this aim, a very strong "Presidents' Advisory Council" has been established, with one college president from each of our 32 geographic districts being represented on the council. This past year a survey was made of college presidents to determine what they considered the most crucial problem in their area. A vast majority stated that "procurement and financial aid to athletes" was the most difficult problem they faced. They are, at this time, planning meetings in January and February to attempt to agree on defensible policies on these programs. The gradual trend toward the adoption of policies and practices of the major competition level by our member colleges is frightening to our administrators. If this problem is not solved, the future of athletics in the non-major colleges is sure to be

seriously curtailed by economic necessity. New pressures toward concentration on science and a new wave of stress for academic achievement are demanding that all principles and practices of the intercollege program be carefully examined and proven of sound educational merit or the college budget will no longer support a broad program of intercollegiate athletics for the non-major colleges.

What is NAIA really like? I often feel like the freshman college girl when asked why she came to college. She remarked, "I come to be went with, but I ain't yet."

It remains to be seen to what extent we shall reach these goals, but we feel they are worthy aims, and are sure that athletics is too significant to lose.

ORIGIN OF THIRTY-THREE SPORTS

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The writer discovered while teaching a course in the history of sport and reading related materials that the origins of sports are frequently omitted from historical writings, especially in histories of sports.

This led the writer to undertake a search for the reasons why origins are so frequently omitted from the literature. He found that the only available documented study of origins was made by Marvin H. Eyler for his doctoral thesis, entitled, "The Origins of Some Modern Sports," University of Illinois, 1956, covering 95 sports; that the origins of the remaining sports are scattered, undocumented, or unknown; that there is a lack of agreement among writers on the origin of some sports; and that sources of information concerning origins of many sports are either unknown or not readily available.

As a result of this investigation, it was decided to make a study of as many origins of sports as possible which were not included in the only known documented study, covering insofar as possible, the earliest reference in the literature to a sport; the earliest reference in the literature to a sport indicating the date it was first performed as an organized sport with written rules, and denoting: (a) where it originated, (b) the person or persons involved in the origin, and (c) significant circumstances surrounding the origin.

The first specific was used to indicate that the sport was in existence in some form before it was organized with written rules. Quarter horse racing has been in existence in some form since 1690. However, it was not until 1944 that the American Quarter Racing Association was organized to set up uniform standards of competition. Field archery had its beginning in 1934; but it was not until 1939 that the National Field Archery Association was formed to develop rules and regulations for competitive field-style shooting.

Included in the study are origins of established sports, such as ballooning, etc., "splinter sports," and "combination sports." Splinter sports refer to sports derived from the basic components (equipment, playing area, rules, skills, etc.) of an established sport. Examples are baseball--Little League baseball and basketball--Biddy basketball. Combination sports refer to sports derived from the basic components (equipment, playing area, rules, skills, etc.) of two or more established sports. Archery and golf--archery golf; squash and handball--paddle rackets, are good examples.

In order to narrow the scope of the study the following were excluded:

1. Children's play activities, such as marbles, parlor stunts
2. Extinct sports, such as bear baiting, gander pulling, coach

driving
3. Work sports, such as horse pulling, wood chopping, axe throwing
4. Sports practiced largely by women, such as synchronized swimming, speed ball
5. Sports practiced principally in non-English-speaking countries, such as bull fighting, pato. Also excluded were: (a) activities practiced exclusively for fitness, such as calisthenics, and (b) table games, such as checkers, chess, card games.

Many problems were expected in a study of this nature, especially in pinpointing details of origins according to the specifics listed earlier. For example, the earliest reference found for a sport in some cases fails to indicate person or persons involved; hot rod racing and touch football are illustrations. In some cases there is no agreement among writers on certain aspects of an origin, as in duck pin bowling. One authority states that duck pin bowling evolved as an offshoot of the game of lawn bowls in about 1910. Another authority first credited the conception of duck pin bowling to a group of gentlemen who grew weary of lifting the heavy balls for ten pin bowling and thought up the idea of duck pins in 1906 or 1907, then later gave Wilber Robinson and John K. McGraw credit for having introduced duck pin bowling in 1900. In many cases the literature is meagre and that which does exist is vague; for sand sailing, there is only one reference mentioning the origin of sand sailing, the date of origin was listed only as a period of time and not an actual date, and two countries were listed as possible sites of origin.

Therefore, the general rule followed to determine the date of origin was that point in the sport's development when the specifics of this study were most nearly fulfilled.

For the purpose of the study, the definitions of sport was limited to those activities with recognizable rules or standards of performance, involving individual skill and physical ability. This definition may vary in the degree of application with the individual activities covered. For example, the physical ability required for ballooning does not necessarily compare with the physical requirements necessary for canoe slalom. The individual skill required for drag boating is not necessarily equal to that of rebound tumbling. This definition also covers activities which are usually considered a part of another sport. For example, ski jumping is considered an event in skiing competition. However, ski jumping qualifies as a sport according to the criteria of the definition used in the study.

In the study the investigator was concerned with the collection and criticism of source material to ascertain factual data which could be reported in accurate, readable form. No attempt was made to describe the techniques, rules, or development of the sports. However, for the purpose of giving the reader an understanding of the sports, brief descriptions were given.

The data contained in the study was obtained by: (a) making a search of sports periodicals listed in the Educational Index; sports periodicals not contained in the Educational Index, notably the Athletic Journal, Beach and Pool, Recreation, Scholastic Coach; Sports Illustrated Index; popular literature in Reader's Guide to Periodical Litera-

ture; and the card catalog in libraries visited, using the headings of sports and related headings; (b) conferring with a number of sports authorities who have made it their business to pursue research of this type; (c) corresponding with officials of sports associations and individuals considered as authorities in particular sports; (d) making a search of the Boston Public Library, Chicago Park Board Library, Chicago Public Library, Courtland College Library, Harvard University Library, Library of Congress, University of Illinois Library, Urbana, and University of Illinois Medical Library, Chicago.

In most cases all of the specifics were ascertained for each sport. However, in a few sports the location of the origin could not be definitely established. For example, Austria and Switzerland were both listed in available sources as the location of the origin of canoe slalom. Also, there were a few sports for which there was no available evidence of the person or persons involved. Examples are pushball and sand yachting.

The study resulted in the inclusion of the origins of 33 sports which are: archery, golf, ballooning, Biddy basketball, canoe slalom, dog shows, drag boating, duck pin bowling, field archery, go-kart racing, hot rod racing, Little League baseball, midget airplane racing, midget auto racing, midget football, organized camping, paddle rackets, pointing dog field trials, pushball, Quarter Horse racing, rebound tumbling, Retriever field trials, Roller Derby, sand yachting, scuba diving, skeet, slalom, Spaniel field trials, Star Class yacht racing, Tennessee Walking Horse shows, touch football, water ski jumping, and wheelchair basketball.

SPORTS AND RECREATION PRACTICES OF UNION AND CONFEDERATE SOLDIERS

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The famous American jurist, Judge Oliver Wendell Holmes, a participant in the Civil War, once said that war was an organized bore. The life of the common soldier, both North and South, was for the most part one of dirt, dullness, and disease. This boredom and monotony that the soldier faced was in many ways as deadly as any enemy bullet. The war was not all fighting, and the fighting was not all the pitched battles that have been commemorated in history.

Even in the midst of such a bloody and terrible war, the soldiers of the North and South still managed to find time to enjoy themselves.

It is well to remember that the common soldier of the Civil War was for the most part a non professional. He was a high-spirited and fun-loving youth who had left the farms and cities of 1860 America to fight for a cause he did not always clearly understand. Just because his civilian life had been interrupted by the war, he was not going to let any war interfere with his having fun at the games and sports he was used to back home. The sports and recreational practices of the Union and Confederate soldiers give us an interesting glimpse at the sporting culture of mid-nineteenth century America.

The four specific objectives of this study were to investigate the place of sports and recreation in the life of Union and Confederate soldiers during the Civil War; to discover what different types of sports and recreational practices were engaged in by the soldiers of the North and South; to find what extent the various activities were participated in by the Union and Confederate soldiers; and to discover what activities were the most popular with the Civil War soldier and the causes (1) of their popularity.

Let us now look more carefully at each of these four objectives to see what summary and conclusions resulted from this particular investigation of the sports and recreational practices of Union and Confederate soldiers during the American Civil War, 1861-1865.

1. The Place of Sports and Recreation in the Life of the Civil War Soldier

This war, as most wars, was not all fighting, and actual combat made up only a small portion of the soldier's time. It is interesting to note that if a man had been in the Army of the Potomac for the first two years of the war and had fought in every battle--and very few had been in all of them--he would have known only 20 days of actual combat. All the rest was monotony; endless days in camp, hour upon hour of work on the dull field, long marches on bad roads with the hot sun or cold rain for accompaniment.

True most officers made an effort to keep the men of their commands busy at the job of soldiering. But even with all his duties to keep him busy the Civil War soldier still had time in which, for his own good and morale, he was forced to find some form of recreation.

Today our armed forces enjoy a highly organized system of sports and recreation to occupy their leisure time, but in Civil War times most officers felt that such activities had nothing to do with the business at hand which, of course, was war. Or as Bell Wiley points out in his book, The Life of Billy Yank:

> Command in Civil War times was literally a matter of discipline, drill, and fight. Officers, if they gave any thought to recreation for their men, regarded the planning of such activities as extraneous if not downright unbecoming to their positions. (2)

To an extraordinary degree--or what to us now seems an extraordinary degree--the Civil War soldier, both North and South, was on

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(1) The use of the word "cause" taken from Louis Gottschalk's Understanding History (N.Y.: Alfred Knopf, 1956), p. 223, who states: "The term "cause," as used by historians, must . . . be regarded as a convenient figure of speech, describing motives, influences, forces, and other antecedent interrelations not fully understood." Causes are not subject to observation and therefore must be reasoned from evidence.

(2) Wiley, Bell Irvin, The Life of Billy Yank. Indianapolis: Bobbs-Merrill Co., 1952, p. 152.

his own. He depended almost wholly upon himself for entertainment.

Sports and recreational activities helped to a great extent in keeping the men and officers contented with their lot as soldiers, by occupying the time when they might have otherwise been thinking about their hardships. It gave them a wholesome outlet to fill many of the long tedious hours as they resumed day after day the monotonous job of being a soldier.

2. Sports and Recreational Practices Engaged in by Union and Confederate Troops

So numerous and varied were the diversions engaged in by the Civil War soldier that a considerable number of men apparently found a good deal of pleasure in soldiering. I call your attention to the 55 sports and recreational practices found by the speaker in the sources investigated during the course of the study:

Association football
Backgammon
Band music
Baseball
Billiards
Blanket tossing
Boating
Boat races
Bowling
Boxing
Card games
Casting weights
Checkers
Chess
Cock fighting
Cricket
Dancing
Dice games
Dramatics
Dominoes
Fencing
Fishing
Follow the leader
Footraces
Free-for-alls
Gander pulling
Greased pole climbing
Greased pig chasing
Gymnastics
Hopscotch
Horseracing
Horseback riding
Hot Jackets
Hunting
Ice skating
Kite flying
Leap frog
Marbles
Mule races
Quoits
Rabbit chasing
Reading
Ring tournaments
Sack races
Singing
Sled riding
Snowball fights
Steeplechase
Target shooting
Townball
Tug of War
Tumbling
Weight lifting
Wheelbarrow race
Wrestling

3. The Extent that Sports and Recreational Practices Were Engaged in by the Soldiers

The sources investigated would tend to support the following generalizations or conclusions regarding the extent of participation by Union and Confederate troops in sports and recreational activities during the Civil War:

a. The sports and recreational practices discovered during the course of this study were participated in by a majority of the men and officers on both sides. Most every source that was investigated mentioned some sport or recreational practice engaged in by the author or his comrades.

b. Both Union and Confederate soldiers participated in the various sports and recreational activities to about the same extent, although during the last two years of the war, deprivation and war weariness appeared to have interposed heavily on the Confederate soldier's participation in such activities.
c. When "Billy Yank" and "Johnny Reb" were not directly engaged with the job of being soldiers, the various sporting and recreational practices reported in this study made up a great deal of their leisure time activity in both camp and field.
d. Some activities seem to have been engaged in more widely than others. Card playing, singing, hunting, fishing, swimming, and snowball fights had more participants than such other activities as fencing, boxing, billiards, and cock fights. The very nature of the first group mentioned made wider participation possible.
e. Although there was evidence to show that both officers and men participated in most all of the activities mentioned, officers tended to gravitate toward such activities as horseback riding, fencing, target shooting, and horse racing. This might be accounted for in part by the fact that these activities were more directly concerned with the business of war and therefore, more befitting the dignity of an officer. The common soldier, on the other hand, tended to indulge in less dignified and more vigorous sports such as wrestling, boxing, baseball, free-for-alls, and snowball fights.
f. Active participation most often took place during long periods of inactivity such as winter quarters and seige operations. By in large, during temporary bivouac and during active campaigning, sports and recreational practices were not engaged in frequently by the men of either the North or South.

4. Popularity of Certain Sports and Recreational Practices Among Union and Confederate Troops

Based on the evidence discovered during this study the following conclusions might be drawn as to the popularity of certain sports and recreational practices among Union and Confederate troops during the Civil War and some possible causes or reasons for their popularity:

a. Probably the most popular and most widely engaged in of all recreational activities, both North and South, during the Civil War was card playing. This popularity might be attributed to the fact that cards were easily carried and usually available to the soldier. The game was not strenuous and could be enjoyed and played for relaxation after a hard day on the drill field, a forced march, or an exhausting battle. Also card playing was an activity in which the men could satisfy their desire to gamble or wager. These features might also account for the popularity of other quiet games such as checkers and chess.

b. Baseball, or the similar game of townball, appears to have been the most popular of all the active sports engaged in by Union and Confederate soldiers during the war. Civil War baseball was played under a variety of rules and in a variety of ways. Evidently it had not yet become standardized throughout the country by the 1860's. Baseball seems to have been more popular with New England troops than with the men from any other section of the country. This might be accounted for in part by the fact that baseball had its conception in the eastern states and therefore, spread more rapidly and enjoyed greater popularity in that section. The game of townball seems to have been more of a Southern version of baseball and was played extensively by Confederate troops.
c. Swimming, fishing, and hunting were quite popular sports with the men on both sides. The sporting urge was probably sometimes secondary to those of cleanliness, refreshment, and hunger.
d. The Civil War soldier, both North and South, loved music. Singing, dancing, and band concerts were popular forms of amusement in the camps of both armies.
e. The desire of the soldier to engage in physical combat with his comrades appears to have been a strong urge as the sports of boxing, wrestling, and free-for-alls were widely participated in by the men in blue as well as their opponents in gray. The activities of boxing and wrestling were sometimes used as a means of settling a quarrel or grudge that arose between two soldiers.
f. The unusual sport of snowballing was one of the more popular of winter activities with the men of both sides when weather conditions made other active sports impractical.
g. The sport of horse racing was probably more popular as a spectator sport among the soldiers than as a participating activity. Since the majority of men in both armies did not have horses, they enjoyed the sport from a spectator's point of view. Horseracing, particularly in the South, had also been a popular spectator sport in this country prior to the outbreak of hostilities and the soldiers brought to the camps of both armies their love for this pastime.
h. Some activities such as the ring tournaments, marbles, and lesser games such as hot jackets and gander pulling appear to have been predominantly Southern activities.
i. The soldiers of both sides took advantage of special days such as the Fourth of July, St. Patrick's Day, New Year's, and Thanksgiving to hold special events such as sack races, wheelbarrow races, and greased pig chases.

Thus, the Civil War soldiers of both the North and South enjoyed the sports and recreational practices that they had known before the war. To the camps of both armies they brought their love of these pastimes. Without a doubt these leisure-time activities helped the common soldier forget for a few brief moments the hardships and horrors of war.

HISTORY AS SUBJECT AND DISCIPLINE: AN INTRODUCTORY INQUIRY

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Department of History
University of Kansas City

It may well be that historians and athletes don't get together often enough; certainly, the historian and the athlete are only rarely the same person. This, nevertheless, does not prevent the occasional combination of deep historical insight with athletic genius of the highest order. The Republicans among you may forgive me if I remember a remark once made by Babe Ruth. It was during the dark and terrible winter of 1931-32, and Ruth was holding out for a salary of $80,000. "But Mr. Ruth," someone objected, "that's more than the President of the United States makes!" "So what?" answered Ruth; "I had a better season than him." Preservation alone of a story or two like that would make an entire encyclopedia of sports history worthwhile, but of course there is more to our subject than anecdotes. I understand perfectly well that you know there is more to it; this group has set its sights high, undertaking a very ambitious and--in my opinion--a very important project.

History has been defined in a good many ways, most of them uncomplimentary. It has been called a pack of tricks we play on the dead, and it has been called lies which are publicly agreed upon. You appear, however, to take a different view, and it would go without saying that I take a different view, so I may consider that we agree in supposing the pursuit of history to yield certain highly regarded values. To be clear about what these values are, let me offer another definition of history and then examine the consequences it has with respect to historical method.

History is both a subject matter and a discipline. As a subject matter, it is everything that has happened to mankind in the past. As a discipline, history is the effort to discover the truth about mankind's past, on the basis of the record which has been left. This seems simple enough, but in fact we are already in difficulty, as I shall try to point out, and the rest of our time will be spent in trying to cope with the difficulty. As subject matter, history is obviously too large for any scholar or for any number of scholars to handle. It would be impossible for a thousand historians working together to write a book containing everything that happened to people yesterday, December 27, 1961--let alone taking humanity's entire past for the field of investigation. As a discipline, history runs into the same troubles that the effort to tell truth always runs into--starting from the obvious one that it is usually impossible ever to know what the whole truth is in any given case.

Notwithstanding the difficulties--for I seem to have shown that history is impossible both as subject matter and as discipline--let us push the inquiry farther. With respect to subject matter, the method of historians has been, of course, to abstract (in other words, to take out) certain topics from their place in the whole complicated fabric of the past, and then to tell as much truth as possible about these carefully limited topics. The abstracting proceeds in a number of different ways at once. We

abstract geographically, and thus get national or regional histories; we abstract occupationally, so to speak, and thus get political history, economic history, the history of medicine, the history of art, and so on. It is only by breaking down the original historical subject matter that we make it possible for ourselves to approach it at all; only by subdividing it, can we even begin to understand any of it.

Let me make an example out of my own history of Kansas City project. There is a subject which has already been straitly limited. This is only one city, after all, and not one of the oldest. The history I have to study goes back only a little more than a century. I have three years to finish my work, and the assistance of four younger scholars. Even so, we were never so foolish as to suppose we could find out the whole story of this one city's past, and so we have abstracted even further. About the best we can hope to do is trace some of the important threads in this particular urban fabric. We decided in advance to find out what we could about population and neighborhoods, city politics, voluntary associations, and city planning. Now this leaves out a great deal, but still it is a defensible abstraction. We can tell a pretty well-documented story of some important community decisions that have been made here, and we can describe the changing human environment in which these decisions were made. In other words, we don't try to talk about the whole past. To borrow a good word from William James, the whole past is "un-talkaboutable." Instead, we try to find manageable parts of the past out of which we think sense can be made.

You will have to do the same thing with the history of sport. You ought to devote a fair amount of time and thought (if you haven't already done so) to outlining your tasks as you conceive them. What elements in this history do you especially want to get at? There is the history of different games and the techniques which they involve. There is the relationship between amateur sports and professionalism. There is the relationship between sports and the mass media: press, radio-tv, and movies. There is the economics of sport: the raising of money for equipment, the building of stadiums, the development of farm-systems (which are not limited to baseball). There are the biographies of great sporting figures. There is much more than this, but my point is not to make a list of possible subjects. Instead, I do want to urge you to do this as carefully as you can. No historian simply sits down and starts writing about the past; first, he has to decide what part of the past interests him especially and how he thinks he might be able to make some sense out of it.

Now, if abstraction--the breaking down of the subject into manageable components--is necessary, it is also dangerous. In an important way, we are being untrue to life when we pretend that one nation's history can be understood by itself, or that politics, warfare, athletics, economics, and science make sense independently of one another. In life, these things are not really separate. By abstracting our topics we begin, almost, by building a kind of distortion into our work.

All we can really do about this difficulty is to become and to remain intelligently aware of it. In abstracting one line of activity from the web of life in the past, we must remain sensitive to the connections which our topic has with the whole out of which we have taken it. You cannot be expected to spend much time on the development of radio and tele-

vision, for example, but it is clear that these things have profoundly affected a good many sports in this country. You cannot be expected to spend lots of time on the history of humanitarian reform movements, but these have almost certainly influenced boxing and wrestling, and probably other sports as well. The point is that you will want always to be sensitive to these connections out beyond your own topic. Then you will not miss relationships and tie-ups which give your work the dignity and seriousness which it deserves, and which distinguish history from antiquarianism.

Now, let us turn to the difficulties which arise from history as discipline. Most of these stem from the quality of the records which the past has deposited and with which historians have to work. Almost none of these records are completely reliable. There is the problem of ignorance: how much did the writer of a letter or a newspaper article actually know about what he or she described? Kansas City became what it is mostly because of a railroad bridge which was opened across the Missouri River here in 1869. Around the time the bridge was completed and opened, the local newspapers were full of stories purporting to tell readers how Kansas City happened to get the bridge rather than Leavenworth, or St. Joseph. It can be shown on the basis of other source material that these newspaper accounts are 50-75% wrong. The reporters were not in a position to know the real story of the bridge.

There is the problem of prejudice. Imagine an account of the second Tunney-Dempsey fight based only on the reminiscences of Tunney. Imagine a biography of George Washington based only on British sources. Ordinarily, the more directly interested a person is in something, the more biased he or she will be about it. We have to ask about our particular source, and then, ask not only what the writer knew but also what his position was -- which side, so to speak, he was on.

There is the problem of deliberate fraud. Take, for example, a source which ought to be unimpeachable: the Federal Census. The United States Census for 1870 credits Kansas City with a population of 32,200. Unfortunately, we have good evidence that local boosters padded the returns unmercifully to make their town seem about 20% bigger than it really was.

And there is the problem of nonexistent records. Take again our study of Kansas City. There are no Pendergast papers. The man who founded the Kansas City Star and had local influence second to none between the 1880's and the first World War was named William Rockhill Nelson: there are no Nelson papers. One of the biggest and most important business men in town around the same period was a banker named Howard M. Holden: as far as I know, there are no Holden papers. Pretty much by luck, we have discovered the existence of four big collections of personal manuscripts left by people who were important in Kansas City's history. One of these collections is in Kirksville, another is in St. Louis, the third is in Detroit, and the fourth reposes in the New York Public Library! About the record of the past, then, we can say that it is faulty, full of gaps, and often what there is of it is hard to find.

What can we do in the face of these difficulties? First of all, we don't give up. It isn't as bad as I have made it sound. The existing record on almost any subject--certainly the record left by Kansas City's history, and certainly the record left by the history of sports--turns

out to be so bulky that it takes a good many scholars to handle it. The important thing is to evaluate the record in some sensible way. Historians make a rough distinction between primary sources and secondary sources: primary sources are records which come to us straight out of the past event itself, from a participant or a direct observer, and secondary sources are any other records which refer to that event. For example, take the second Tunny-Dempsey fight. If you interviewed Tunney, Dempsey, the referee, and the timekeeper, you would have four primary sources; when, on the basis of these sources, you write your account, it becomes a secondary source.

You'll want to keep this distinction in mind, but don't involve yourselves too much with the terminology. What is important is the purpose of the distinction, and in this purpose you have the heart of the historian's craft. A historian is like a judge or a jury, in that much of his time and all of his skill goes into the evaluation of testimony. About any given part of the past which we may have abstracted for study, there will be various kinds of testimony. There may be personal letters written in the midst of events; there may be official government documents about the events; there may be reminiscences about them, written years later by participants; there may be articles in contemporary newspapers and magazines. How much are these different witnesses worth? Wherein do they agree and wherein do they disagree? Each source has to be evaluated with respect to its internal character: does it make sense? is it obviously a piece of special pleading? Each source has to be evaluated with respect to its own connection with the events: is it contemporary, or was it written long afterwards? is it by a participant or by an observer? When this has been done, it will usually be found that some of the gaps can be filled in by means of sensible guess-work--which is perfectly acceptable as long as you label your guesses clearly, so that your reader knows where he has hard facts and where he has your opinion about what the facts might have been.

Now, I don't want to leave this discussion of the historical method without mentioning a phase of it which may be of considerable importance to you. Lately, historians have taken to building up the record themselves. I don't mean by forging documents; what I refer to is possible only for relatively recent history, and it is called "oral history." As you may know (or might guess), this means tape-recorded interviews with individuals whose reminiscences ought to be preserved. There are "oral history" projects now under way at several universities and libraries; we have a program here at the University of Kansas City in which we are interviewing local political leaders who have been around for a fair number of years. It seems to me that this kind of work would be especially relevant to the history of sports. Let me add just a few cautions: Oral history is expensive; you need the right kind of tape recorder with a good play-back attachment; you need to travel a good bit to get your interviews; the job of transcribing the recorded interviews with a typewriter is very difficult and time-consuming. Interviewing itself is quite a technique. I think any resonable person can learn how to do it, but the worst thing you can do is to go out and start asking people questions right off. And--of course--the testimony you get, the record you succeed in building up, must be evaluated just as carefully as any historical testimony.

Now, I think I have covered the essense of historianship, although very sketchily. To recapitulate, the historian decides what part of the past he wants to write about. He abstracts this from its place in the whole pattern of past events, always being careful to remember that his topic refers beyond its own outlines. I might note here that the question of the relative importance of a topic is easily solved: a topic has all the importance that its investigator gives it, and he does this by seeing what other topics it is related to. Much has been made of the history of diet, the history of epidemics, the history of preventive medicine. All these topics can be important if they are approached with the proper sensitivity to their places in the general social history of humanity. None of these is any more important, intrinsically, than the history of sport if that is similarly approached.

With his subject chosen, the historical scholar looks for its record: the primary and secondary testimony, or evidence. He evaluates the record, and proceeds to reconstruct his chosen section of the past as best he can. The basic technique is the same, whether the completed result be a paragraph in an encyclopedia, a magazine article, or a publishable book.

Because of the difficulties that beset them, good historians are usually rather modest about what they can achieve. They know they can never tell all of the truth about the past, or even about any special part of it. But, because of the exhilarating and passionate nature of the eternal effort to discover a little more truth, historians tend to be ambitious in their aims. With modesty plus ambition, with this infinite subject-matter and this precious discipline, we keep on trying to fulfill the injunction laid upon us over a century ago by one of the deans of our craft, to describe the past "as it really was."

FUTURE DIRECTION COMMITTEE REPORT

Ernest B. Smith
University of Georgia

When thinking about our topic for this morning, I recalled a certain remark made by Dr. C. O. Jackson in his presidential address, 1959. "Don't just stand there. Do something professional and constructive." Dr. Jackson was concerned about our organization, and he was urging this membership to study carefully our problems and then do something about them. Apparently this theme has been uppermost in the minds of many. Review the last five Proceedings and you will note that each president, in his address, spoke to this point -- the future of CPEA, or the future of physical education. They were concerned about the participation of our members and the activities of our Association. President Joy is also vitally concerned; he appointed a President's Committee to study this matter, he made certain comments in his second Newsletter, and he also has provided time in a busy schedule to discuss it. Even our President-elect, Dick Jamerson, included his reactions in the recent Newsletter. He raised some provocative questions for discussion.

For that matter, many of our members have commented on this all-important topic and, in general, our thoughts are along these lines. "Are we exerting the leadership we should on the national level? Should we become more highly organized than we are? Should we make an extended effort to secure more members?"

But let's back up a little. Consideration of our "Future Direction" is to be an all-member participation; that is, all members present. It could be a total survey later. You have learned from your program that we break into four groups directly after this session to discuss this important issue. Each one of you received a number designating your group. Each group will have a leader, recorder, and consultant. These individuals and your room numbers will be given to you later. After lunch we will meet again to hear reports from each group, then an attempt will be made to summarize your recommendations and suggestions. In turn they will be submitted to the executive council.

In an attempt to identify our problem, I would first focus your attention on the title of this committee, "Future Direction." It could be "The Future of CPEA" but it isn't. And there is a difference, to me, at least. As I see it, when considering the future of CPEA, we could spend a lot of time crystal-gazing; but when considering the "Future Direction," it is possible to nail down the direction, or directions we should be giving. We should ask ourselves, "To what ends should our effort, money, time, energy, and thought be directed?" Just to emphasize this point a little more, and perhaps to make it clearer, allow me to give you Webster's definition of these two words, future and

direction. Future: "that is to be or come hereafter." Direction: "the line of course upon which anything is moving or is aimed to move, or to which anything is pointing." Combining the two definitions we have: "That which is to be or come hereafter depends upon the line of course which anything is moving or is aimed to move or to which anything is pointing". In other words, what we will be in 5 or 10 years depends upon the line of course we aim or decide upon now.

The obvious question which follows is: "How do we decide upon the line of course or aim?" There are several ways, as you know. I'll mention two: (1) Re-evaluate the present philosophy, objectives, and purposes. Certainly from an Association's philosophy, objectives, and purposes will come direction. If this direction is not agreeable to the members, then revisions should be made. (2) Review the past, study the present, and allow the past and present to determine the direction of the future.

With reference to our philosophy, objectives, and purposes, it seems to us that the Structure and Functions Committee of 1957 and 1958 did an outstanding piece of work and that our objectives are well stated. Now to the second method. Jack Shaw reviewed the past for us in his presidential message, and you may refer to his address. Many times the present is more important and actually determines the future direction of the individual and/or association. We are of the opinion that this is undeniably true in this instance. The present status we, the United States, and the world are in today and the great impact of these many operating forces actually point the way for us. And, if we heed the times and decide that we should react to them, many of our problems that have been raised by our members will be resolved.

Consider the hunter. He wants to hunt; he wants to hunt deer. With these decisions, many problems become secondary and actually are solved. The gun to use, the ammunition, his clothes, his mode of travel, the direction -- all are solved because he decided to hunt deer.

This is a simple analogy but I believe an apt one. And as we go on, I hope this will become increasingly clear to you.

There are many important forces at work today upon our society and upon us as an Association. Two of these forces are so important that I want to concentrate attention upon them. They are: population explosion and communism versus democracy.

Ray Snyder, in his presidential address, discussed the population problem. I quote Ray: "This growth is so great that it threatens to outrun our total resources. At present more than 40 million students are in schools and colleges in the United States. It is estimated that, if the 1958 proportions (35.6%) of this projected age group were degree credit students in 1965, there would be a total of over 4.3 million enrolled, about one million more than in 1958. It has been estimated that this number may reach six or seven million by 1970."

This point is clear to you and so will be labored no further. But don't you believe that this great population explosion does have influence -- great influence -- upon our future direction? Don't you believe that time is growing short, that we had better be "about our business" before the horde is upon us? Don't you ascribe to the principle of preparedness, especially when the handwriting is already on the wall?

Let's discuss the second force, and I'll attempt to tie the implications of both forces later. We are familiar with the phrase, communism versus democracy, and we are familiar with the great and powerful struggle going on. Most of us have been through World War II and the Korean War. We have experienced the concern, apprehension, frustration, loneliness, and sacrifice. We are aware of the participation of certain members in the physical education profession during the war; we know the participation of our Association. We remember the statistics of the rejected draftees during the war. This was not a good picture; certainly not for us, although I know of no one who laid the blame at our door. To be sure, half of the rejections were for mental reasons; yet we in the field of physical education were not proud of this record. As I mentioned, some of us did help with the P.T. programs of the different services and felt we are doing some good for the cause. We also remember what happened after World War II. We relaxed our emphasis upon physical condition, and we became concerned with the rapidly increasing leisure time. The enrollment in our colleges and universities increased some -- not much but enough to require additional staff members and additional facilities.

Social movement is a continually moving, melting, and seething mass. It is difficult to give a concrete and decisive reason for anything that happens -- social-wise, that is. It is difficult to give one reason why many of our programs of physical education in colleges and universities were challenged. Certainly there were several reasons: decreased emphasis on physical education, increased emphasis upon leisure, increased need for new staff members and additional facilities, and, of course, a growing interest and pressure on science.

But, within this social movement mass, there was another ingredient that was not recognized at first -- or if it were, it certainly was not considered harmful or dangerous. As time went on, this element has become as powerful as the proverbial bad apple in the barrel. It is exerting tremendous influence upon the world affairs today. Actually there seems to be no situation that it has not influenced -- even our own Association. This force is, of course, communism. Communism actually has the world in a state of war. In certain places it is a shooting affair: in most places, it is a cold war.

This matter of actually being in a state of war, has certain implications for us. This state could not only influence but also actually determine our direction for the future.

Allow me to list two or three of these implications.

Number One: No longer can we concentrate our efforts only on the good of the individual. This matter has become a matter of national security. We must realize we are not coming to this state. We are in it now and we have to be seriously concerned. No longer can we pump the handle for a quick burst of physical condition. This must be a continuous matter, a maintenance problem.

Number Two: This situation is a different one. Previous wars were temporary. But the state that we are now in will be continuous. It will be with us from now on. There will be no relief. We have it. We will have to live with it.

Number Three: This state of cold war involves everyone -- man, woman, and child. It involves children in public schools, students in colleges and universities, adults in every walk of life. It involves

numbers, programs, staff members, facilities -- all of those parts that make up our total programs. Also, we are becoming more and more a "big city" organization - urban in action. Schools found it necessary to take over many functions of the family. This situation has not changed. Actually statistics points to a continual move from rural to urban.

There are additional implications, but it is hoped that these three should stimulate your deliberations. We are facing now - and in the future - these two great forces -- population explosion and communism versus democracy. Will these, can these, should these forces point our direction in the future? Does facing up to these issues, accepting our responsibilities as we see them, point the way? Should we accept the challenges that are with us now and will remain with us? If so, then will we have established our direction, our aim, our objectives? Are we like the hunter, when he decides upon the game? If we accept these challenges, caused by these great forces, will they establish our goals? Have WE decided upon the game? Then, would it not be true that our gun, our ammunition, our mode of travel, our clothes become matters that are secondary? For example, accepting the challenges of the time and planning to meet these challenges will not mean that all, or most all of our P. E. people, will be involved? If so, will not the matter of membership be decided? If it is decided to continue as we are functioning, the matter of membership also will be determined.

Similiarly, if we are jumping in with both feet, will we not have a 'national movement' -- all working for the same purpose and in the same direction? Would not this direction answer our question of a national or a district organization?

Will not this also be true when considering the matter of leadership on a national level, our organization, our format for our convention, our public relations, our Proceedings?

Yes, gentlemen, I am convinced that the present has handed us more problems than this association has ever faced. What shall we do? Art Daniels spoke these words in his 1959 presidential address: "Our professional associations were neither the initial nor the primary source of aid sought? Why? What is lacking? Do we want a similiar statement said about us now? There is the President's Youth Fitness Council with the stimulation and interest of President Kennedy. We still have the high percentage of rejections of "call-up" for the services. What have we done about this problem, and -- more important -- what are we going to do about that now and in the future?

In your discussion, you may consider, for example, the effect of increased membership and participation of our Association upon the working parts of our organization. It might help you to know that this is not the first association to face this issue. Such an association was the American Sociological Association. It decided to increase its membership, although many members opposed the move. They then established a permanent office with a full-time secretary. You are aware of the important and influential role it now plays. You may want to consider this matter in your discussion. You may want to recommend that the President-elect appoint a committee to study these problems in detail and report back to the membership.

You have important issues for your serious consideration. I would give you the words of Ward in his Dynamic Sociology: "Those who most

strenuously oppose a measure are usually the ones who would be most benefited -- those for the measure may be the least benefited." So think well over these issues.

As I have told our committee, I believe our Association is a "sleeping giant". And I would define this 'giant' as one conceived by man. There is nothing so powerful as an idea whose time is coming. In essence I feel that we have an Association that has unlimited potentiality. It is a matter of our interest, efforts, ideas that will determine our aim, our direction, our usefulness. I would have you consider these issues seriously.

FUTURE DIRECTION GROUP MEETING REPORTS

Ernest B. Smith
University of Georgia

Topic 1. General Attitude of Membership Relative to "Future Direction" Effort of Committee: Highly acceptable. Desire exploration of possibilities of future meetings on same topic. Subject provoked stimulated discussions ranging from national leadership to guidelines for programs of basic instruction with everyone submitting his thoughts and ideas.

Topic 2. Philosophy, objectives, and purposes. Summary. Adequate at present, but should be under continued scrutiny by the Executive Council in the sense of continuing present policies, purposes, and objectives.

Topic 3. Membership. Summary. A continued and more concerted effort to increase membership with emphasis upon qualitative selection.

Topic 4. Organization. Summary. Present organization is unique and meets present needs of members. Future needs and increase of members could mean a more complicated structure.

Topic 5. District Organization. Summary. Present rotation system of sites for annual conventions adequate for the present. Increased members and more complicated structure may influence a change. Should give encouragement for local and state informal meetings.

Topic 6. Relationship with Allied Organizations. AAHPER, NAPECW, NCAA, NAIA, American Academy of Sports Medicine, President's Youth Fitness Council, etc. Summary. Immediate action to establish a better and more clearly defined liaison, yet maintain CPEA identity, concentrating major efforts on physical education. This relationship could be enhanced by CPEA members who are also members of official boards, section chairmen, and committee members.

Topic 7. Leadership. Summary. CPEA should take positive and clear stand on crucial issues by platforms and policy statements: properly interpret the value of physical education to the central purposes of education, the total personality, the integrated organism, the national purposes both in education and in other areas of American life. CPEA

should assume leadership roles through other organizations, working through their framework of organization.

Topic 8. Public Relations. Summary. CPEA should interpret the value of physical education to the public through articles, speeches, films, radio broadcasts, TV productions, use of popular writers, appearance on programs of such groups as Congress, PTA, and AASA.

SECRETARY-TREASURER'S REPORT 1961

1. Action has been take to register the Association with the Internal Revenue Service as a nonprofit organization. Approval should be granted by the Internal Revenue Service within the next year.

2. The insurance bond for the Secretary-Treasurer has been increased from $4000 to $5000 as required by the constitutional amendment approved last year.

3. Four issues of a printed Newsletter were edited by the Secretary-Treasurer.

4. The following membership data is presented for your information:

40	- Honorary members
614	- Paid active members (includes 49 new members)
44	- Delinquents (not paid for 1961)
698	Total

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

FINANCIAL STATEMENT

December 1, 1960 to November 30, 1961

Generalized Statement

Permanent Fund

Cash Balance November 30, 1960	$1889.63	
Deposit	200.00	
Interest earned	66.68	
Cash Balance, December 1, 1961		$2156.31

Operating Budget Fund

Cash Balance November 30, 1960		$1017.83	
Cash Income (Attachment #1)	$4487.38		
Less: Cash Expenditures (Attachment #1)	4112.30		
Excess receipts over disbursements		375.08	
Cash Balance December 1, 1961			$1392.91
Combined Funds Equity			$3549.22

Attachment #1

Statement of Cash Income and Expenditures

Fiscal Year Ended November 30, 1961

Cash Income

Membership dues - 1960 - 30 @ $5.00	$ 150.00	
Membership dues - 1961 - 601 @ $5.00	3005.00	
Membership dues - 1962 - 18 @ $5.00	90.00	
Publication proceeds	537.60	
Address lists	7.50	
Registration cash	249.00	
Banquet fees - 119 @ $3.75	446.25	
Other	2.03	
Total Cash Income		$4487.38

Cash Expenditures

Convention - 1960		
Registration cash	$ 240.00	
Convention Manager expenses	57.40	
Banquet charges	457.50	
Programs	89.20	
Total Convention 1960		$ 844.10
Convention - 1961		
Mail service, etc.	$ 6.60	
Petty Cash Fund (Convention Manager)	50.00	
Total Convention 1961		$ 56.60

1960 Proceedings		
Publication costs	$1875.64	
Handling costs	14.54	
Total 1960 Proceedings		$1890.18
Newsletter		
Publication costs	$ 217.28	
Mail service	22.09	
Postage	115.00	
Total Newsletter		$ 354.37
Committees		
Physical education and athletics (1960)	$ 25.00	
Physical education and athletics (1961)	50.00	
Educational television	40.00	
American Council on Education	50.00	
Public relations	10.00	
Total Committee Expenditures		$ 175.00
General Operations		
Membership awards and applications	$ 32.88	
Telephone and telegraph	33.65	
Stationery	74.01	
Mail service	33.02	
Postage	11.53	
Auditor	50.00	
Insurance bond	4.26	
Total General Operations		$ 239.35
Investments		
Tenafly Mutual Savings and Loan		$ 200.00
Secretary-Treasurer		
Services		$ 300.00
Other		
Special accountant's service for Internal Revenue Service		$ 52.70
Total Cash Expenditures		$4112.30

OPERATING BUDGET

Fiscal Year 1962

Income

Membership dues (700 @ $5.00)	$3500.00	
Publication sales	500.00	
		$4000.00

Expenditures

Annual meeting	$ 300.00	
Proceedings	2000.00	
General operation	300.00	
Committees	200.00	
Newsletter	325.00	
Secretary-Treasurer services	300.00	
Stenographic services	50.00	
Special projects	250.00	
Contingency	75.00	
Investment	200.00	
Total		$4000.00

Minutes, Executive Council

REPORT OF MAIL BALLOTING BY EXECUTIVE COUNCIL

1. Approved appointment of standing committee members as published in the 64th Annual Proceedings.

2. Approved the creation of new committees and continuation of existing committees as published in the 64th Annual Proceedings.

3. Approved the selection of the Whitcomb Hotel in San Francisco as the 1962 convention headquarters as recommended by an ad hoc convention site selection committee.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING

March 19, 1961
Atlantic City

Present: Kistler, Jamerson, Mackenzie, Husman, Nixon, Zeigler.

Absent: Cousins, Fisher, Mueller, Snyder.

1. Meeting was called to order by President Joy W. Kistler at 7:30 p.m. at the Seaside Hotel.

2. Discussed the possible location for the 1963 and 1964 convention; heard invitation from E. D. Parrish that the Association consider the Chalfonte-Haddon Hall as a possible convention headquarters in 1963 or 1964.

3. Agreed upon a general format for the 1961 Kansas City convention program.

4. Moved by Husman and second by Nixon that the listing of membership of the various committees of the Association, which will appear in the forthcoming Proceedings, be approved. Motion carried.

5. Discussed the possibility of cooperating with the NAPECW in the publication of a periodical containing articles about college physical education.

6. Moved by Jamerson, second by Husman, that the Executive Council follow the policy of examining all committee reports and after due consideration return those reports to the committee for action recommendations. Motion carried.

7. Moved by Jamerson, second by Nixon, that no further consideration be given by the Executive Council to the report of the Honor Awards Committee. Motion carried. It was agreed that this policy statement be included in the forthcoming Newsletter.

8. Moved by Jamerson, second by Zeigler, that the report of the Educational Television Committee be referred back to the committee for a proposed, specific plan of action to be submitted to the membership for its approval. Motion carried.

9. Moved by Mackenzie, second by Husman, that the report of the Public Relations Committee be referred back to the committee for development of a plan of action, if they desire. Motion carried.

10. Moved by Jamerson, second by Husman, that the Secretary-Treasurer develop a plan for incorporating the Association. This plan to be reported to the membership at the Kansas City convention. Motion carried.

11. Moved by Zeigler, second by Husman, that Kooman Boycheff be appointed Convention Manager for 1962. Motion carried.

12. Discussed President Kennedy's National Physical Fitness Program.

13. Meeting was adjourned at 11:25 p.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING

March 20, 1961
Atlantic City

Present: Kistler, Jamerson, Mackenzie, Husman, Nixon

Absent: Cousins, Fisher, Mueller, Snyder, Zeigler

1. Meeting was called to order by President Joy W. Kistler at 1:30 p.m.

2. Prepared outline of letter to be forwarded to President Kennedy encouraging him to appoint a professional leader to head his National Physical Fitness Program. (Final copy of this letter is attached to these minutes.)

3. Agreed upon the following procedures with respect to President Kennedy's letter:

   a. Coordinate letter with key persons in attendance at the AAHPER convention in Atlantic City.
   b. Dispatch letter to the President as soon as possible.
   c. Executive Council members to identify persons meeting criteria and forward list of names to Kistler by April 1, 1961.
   d. Include information about this action in the forthcoming Newsletter.
   e. Coordinate this action with other related professional organizations (i.e., AAHPER, NAPECW, State Directors, American Academy of Physical Education, American Medical Association, etc.).

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

April 21, 1961

The President
The White House
Washington, D. C.

Sir:

On behalf of the Executive Council of the College Physical Education Association, may I again reaffirm the support of our Association for your Physical Fitness Program.

It is noteworthy that you have followed sound and exacting procedures in the selection and appointment of personnel in the Executive Branch of government to assist you in implementing all phases of your total program for moving the nation forward. It is our earnest hope that similar procedures will be followed in the appointment of personnel responsible for administering your Physical Fitness Program.

As one of a number of cooperating professional organizations, we are most concerned that persons of demonstrated, professional competence be selected to fill key leadership positions in your Physical Fitness Program. A statement of the qualifications which this Association believes to be essential for leaders in this fitness program is enclosed.

Again may I pledge our support and indicate our willingness to assist you in any way possible, particularly with respect to the work to be done in the colleges and universities of America, and specifically in regard to the identification of persons to serve you and your staff in key positions of leadership.

Yours respectfully,

Joy W. Kistler
President

RECOMMENDED QUALIFICATIONS FOR KEY PERSONS IN THE NATIONAL PHYSICAL FITNESS PROGRAM

Persons of broad, scholarly preparation, knowledgeable and appreciative of the findings of research from several basic fields of knowledge as a foundation for developing a nation-wide program of physical fitness.

Persons who understand the potential contributions of the fields of health, physical education, athletics, and recreation to the broad program of proposed federal legislation designed to promote the health and welfare of the nation and to foster international development and good will.

Persons who have demonstrated administrative ability particularly with respect to coordinating the work of many professional groups and knowledgeable of the intricate patterns of governmental operation.

Persons knowledgeable of public relations and capable of developing public, as well as professional, support for a physical fitness program.

Persons who are known and respected by a substantial number of professional persons in the fields of health, physical education, athletics, and recreation.

EXECUTIVE COUNCIL MEETING

December 27, 1961
Kansas City, Missouri

Present: Cousins, Husman, Jamerson, Kistler, Mackenzie, Mueller, Reid (non-voting), Snyder.

Absent: Fischer

1. Meeting called to order at 9:20 a.m.

2. Discussed proposed joint CPEA-NAPECW publication.

3. Moved by Snyder, second by Mueller, that action be taken by the Secretary-Treasurer to incorporate the Association with prior approval by the Executive Council and with appropriate constitution action. Motion carried.

4. Moved by Cousins, second by Jamerson, that the President be authorized to sign checks for expenditure of Association funds in the absence of the Secretary-Treasurer and that appropriate constitutional action be taken. Motion carried.

5. Referred the recommendations of the Association's auditor to the Constitution Committee.

6. Moved by Snyder, second by Nixon, that the Joint Committee for Improvement of Professional Preparation in Health, Physical Education, and Recreation be disbanded and that the recommendations

of this Committee be referred to the Chairman of the Teacher Education Section. Motion carried.

7. Received presentation by Miss Donna Mae Miller (representing NAPECW) regarding a proposed joint CPEA-NAPECW publication.

8. Moved by Mueller, second by Jamerson, that the Association express to NAPECW an interest in the proposed joint publication and that the President appoint a committee to work with Miss Donna Mae Miller to develop a set of questions, the answers to which were needed by the Executive Council prior to securing a CPEA membership decision on the proposed publication. Motion carried. Cousins, Nixon and Mackenzie were appointed as the committee by the President.

9. Moved by Jamerson, second by Husman, that Executive Council approve recommendations 4 (a) (1) and 4 (a) (2), regarding operating procedures, of the report of the Joint Committee on Physical Education for College Men and Women. Motion carried.

10. Moved by Mackenzie, second by Jamerson, that Executive Council approve the report of the Policies Committee. Motion carried.

11. Meeting adjourned at 4:15 p.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING
December 28, 1961
Kansas City, Missouri

Present: Cousins, Fischer, Husman, Jamerson, Kistler, Mackenzie, Mueller, Nixon, Snyder, Zeigler, Moore (non-voting).

Absent: None

1. Meeting called to order at 7:45 a.m.

2. Moved by Husman, second by Jamerson, that Executive Council approve report of the Constitution Committee. Motion carried.

3. Moved by Jamerson, second by Husman, that the Newsletter continue to be printed. Motion carried.

4. Moved by Jamerson, second by Husman, that an annual expenditure of $50.00 for 1961 and 1962 be authorized for secretarial services to the Secretary-Treasurer. Motion carried.

5. Moved by Jamerson, second by Zeigler, that the Executive Council approve the following resolution:

Based upon extensive exploratory evidence presented by Miss Donna Mae Miller (representing NAPECW) regarding the proposed joint CPEA-NAPECW publication, the Executive Council recommends the creation of a joint committee to work with NAPECW to develop a firm proposal for such a publication for submittal to the membership--this proposal to be completed on or about April 15, 1962, with a budget authorization of $250. To facilitate the development of the proposal and to gain background information for intelligent deliberation by the Executive Council and membership, the following questions are posed:

1. What degree of liaison should be effected with other professional groups? How can this liaison be effected? What services can other groups lend to the project?

2. What financial plan exists to guide the project during the initial 3-4 years? What are the cost estimates on such items as printing, distribution, postage, editing, and clerical services?

3. What is the potential subscriber market? What is the potential sponsor market? What is the potential author market? How can these markets be explored and developed?

4. What is the scope and focus of the publication? Should it be restricted to the college field? What broad areas would be dealt with by authors?

5. How will editorial policies be determined? What degree of freedom should the editor have? What criteria should govern the selection of an editor(s) and editorial board? What general criteria should govern selection and approval of articles?

6. How might the completed proposal be presented to the membership of the sponsoring associations and to potential financial supporters?

6. Meeting adjourned at 8:30 a.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING
December 28, 1961
Kansas City, Missouri

Present: Cousins, Husman, Jamerson, Kistler, Mackenzie, McCristal (non-voting), Mueller, Nixon, Snyder, Zeigler.

Absent: Fischer.

1. Meeting was called to order at 8:45 p.m.

2. Moved by Jamerson, second by Husman, that Executive Council approve report of the Resolutions Committee. Motion carried.

3. Moved by Snyder, second by Husman, that the statement by the Secretary-Treasurer (see below), regarding the accuracy of the Fiscal Year 1961 Financial Statement, be received and made a matter of record. Motion carried.

   Statement Regarding the Accuracy of the Fiscal Year 1961 Financial Statement:

   "Although the Association auditor has examined and 'approved' the Fiscal Year 1961 Financial Statement, there is an apparent shortage of $60.00 in the accounting of membership funds. The auditor was notified of this discrepancy and a test of the records will be undertaken to determine if a shortage does, in fact, exist."

   /s/ M. M. Mackenzie

4. Moved by Jamerson, second by Nixon, that the Proposed Budget for Fiscal Year 1962 be approved. Motion carried.

5. Moved by Jamerson, second by Husman, that the cost of the Proceedings be increased from $2.00 to $3.00, based upon the recommendation of the Finance Committee.

6. Moved by Husman, second by Nixon, that the recommendation by the Foreign Relations Committee to sponsor periodically a general session at the Annual Meeting be referred to the Convention Program Committee. Motion carried.

7. Moved by Husman, second by Nixon, that the recommendations contained in the report of the Historical Records Committee be referred to the President for implementation. Motion carried.

8. Moved by Husman, second by Mueller, that the report of the Public Relations Committee be referred to the President for action. Motion carried.

9. Moved by Mackenzie, second by Mueller, that any action by an individual or committee in the name of the Association shall be approved by the President, who in turn may request Executive Council approval, prior to implementation. Motion carried.

10. Moved by Mackenzie, second by Husman, that the Operating Codes Committee be reconstituted as a Standing Committee. Motion carried.

11. Moved by Husman, second by Ziegler, that a President's Committee be appointed to examine the time of year for scheduling the Annual Meeting. Motion carried.

12. Meeting adjourned at 12:00 midnight.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING

December 29, 1961
Kansas City, Missouri

Present: Bookwalter, Eyler, Field, Jamerson, Kistler, Mackenzie, Malan, Matthews, Peterson, Richardson, Zenti.

Present (non-voting): Boycheff, Masley, Reid, Roby, Weston.

1. Meeting was called to order at 9:05 p.m.

2. Agreed that the 1962 convention dates will be December 27-30, with a total of six sessions. Executive Council meetings will begin on the evening of December 26th.

3. Moved by Mackenzie, second by Zenti, that the President appoint a committee to develop background information and ballot for polling membership regarding the dates for annual meetings--the task to be completed by March 8, 1962 to permit Executive Council action in early April. Motion carried.

4. Agreed to have committee appointed to establish criteria for convention site selection.

5. Moved by Bookwalter, second by Eyler, that committee appointments presented by the President be approved. Motion carried.

6. Meeting adjourned at 11:30 p.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

Minutes, Association Business Meetings

BUSINESS MEETING
December 28, 1961
Kansas City, Missouri

1. Meeting was called to order at 8:30 a.m.

2. Moved by Hixson, second by Jackson, that the report of the Educational Television Committee be accepted. Motion carried.

3. Moved by Snyder, second by Shaw, that the report of the National Committee for Improvement of Professional Preparation in Health, Physical Education and Recreation be accepted. Motion carried.

4. Moved by Morgan, second by Hixson, that the report of the Committee on Physical Education for College Men and Women be approved. Motion carried.

5. Meeting adjourned at 10:00 a.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

BUSINESS MEETING
December 29, 1961
Kansas City, Missouri

1. Meeting called to order at 3:45 p.m.

2. Moved by Alley, second by Peterson, that the agenda order be modified. Motion carried.

3. Bookwalter and Alley nominated by Nominating Committee for office of President-elect. No further nominations from floor. Bookwalter elected on first ballot.

4. Moved by Mackenzie, second by Cutler, that the minutes of the Executive Council meetings be approved. Motion carried.

5. Moved by Mackenzie, second by Webster, that the Financial Statement be approved. Motion carried.

6. Moved by Mackenzie, second by Shaw, that Honorary Membership status be conferred upon Clifford L. Brownell, James E. Bullock, Harold M. Evans, John M. Harmon, and Seward C. Staley. Motion carried.

7. Kenny, Kovacic, and Richardson nominated by the Nominating Committee for the office of Council Member-at-Large. No further nominations from the floor. Richardson elected on the second ballot.

8. Moved by Cutler, second by Lawther, that the report of the Finance Committee be accepted. Motion carried.

9. Moved by Eyler, second by Cutler, that the By-Laws be amended as follows:

   1.) Article III Section 2 (add to the section)
   "He shall be authorized to sign checks in the absence of Secretary-Treasurer."

   2.) Article XI Section 3 (add to the section)
   "The Executive Council may authorize the withdrawal of funds from the Reserve Account for use as the Executive Council sees fit."

   3.) Article XI Section 6 (a new section)
   "In the event of dissolution of the CPEA, all funds will be distributed equally among all active members."

   Motion carried.

10. Moved by Johnson, second by Shaw, that report of the Historical Records Committee be accepted. Motion carried.

11. Mackenzie nominated by the Nominating Committee for the office of Secretary-Treasurer. No further nominations from the floor. Mackenzie elected.

12. Membership rose in silent tribute to the passing away of:

   Jule Stratton Doubenmier
   Henry Charles House, Jr.
   Robert Theodore Kretchmar
   Carl Peter Schott

13. Moved by Fourier, second by Jackson, that the report of the Policies Committee be approved. Motion carried.

14. Moved by Asprey, second by Smith, that the report of the Public Relations Committee be accepted. Motion carried.

15. Moved by Mackenzie, second by Cherry, that the following resolution be adopted:

   "Be it resolved that the College Physical Education Association extends its appreciation to President John F. Kennedy for his continued interest in the physical fitness of American youth and

to 'Bud' Wilkinson and his staff for their efforts to reactivate an interest in the physical well being of American children."

Motion carried.

16. Moved by Jackson, second by Shaw, that the report of the Construction and Equipment Committee be accepted. Motion carried.

17. Meeting adjourned at 4:55 p.m.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

Standing Committees

FINANCE COMMITTEE

The following final report of the Finance Committee is respectfully submitted:

1. Issues approved unanimously by the Finance Committee, December 1961:

   a. Issue #1 - Increase of cost of the proceedings to non-members from $2 to $3.
   b. Issue #2 - Item #1, Auditor's Report -- Bank Account -- suggested that the Finance Committee recommend to the Executive Council that the President also be authorized to sign checks in the absence of the Secretary-Treasurer.
   c. Item #3 - Item #2, Auditor's Report -- Reserve Fund -- Suggested that the Finance Committee propose a revision of Section 3 of Article XI of the By-Laws to the effect that the Executive Council may authorize the withdrawal of funds from the reserve account for use as the Executive Council sees fit.
   d. Issue #4 - Item #4, Auditor's Report -- Constitution Profision Clarifications -- Suggested that an additional section (No. 6) of Article XI of the By-Laws be added to the effect that in the event of dissolution of the CPEA that all funds will be distributed equally among all active members.

2. Additional items of finance approved by Finance Committee:

   a. Approval of Secretary-Treasurer's Financial Statement.
   b. Approval of Secretary-Treasurer's Proposed Budget, Fiscal Year 1962.
   c. Approval of stipend for stenographic services: $50 for 1961; $50 for 1962.

Respectfully submitted,

R. K. Cutler, Chairman

FOREIGN RELATIONS COMMITTEE

Significant activities or accomplishments:

Committee members were surveyed concerning their views on affiliating with the People to People Sports Committee, Inc. Sentiment was generally favorable, although some questions were raised concerning our function as it related to this organization. The chairman also corresponded with committee members to solicit their advice and counsel concerning a program for the forthcoming annual meetings.

Recommendations:

1. Explore the possibility of developing an annual project (eg. monographs, research in international education, exchange of correspondence and materials) to be undertaken by the committee. Specific proposals to be determined and discussed at the annual meetings.
2. Advisability of committee members establishing informal relationships with foreign counsuls stationed in their local areas.
3. Provide opportunities for the Foreign Relations Committee to sponsor a general session at the annual meeting (every 3 or 4 years perhaps).

Respectfully submitted,

Richard C. Havel, Chairman

HISTORICAL RECORDS COMMITTEE

Under the leadership of Vernon L. Sprague, the Historical Records Committee met in Washington, D. C. on December 27, 1960, to classify and define the functions and purposes of the committee; to review and revise the operating code of the committee; and to plan implementation of earlier recommendations of this committee.

The purposes of the committee were studied and the following statement of responsibilities was presented for approval.

It shall be the purpose of the Historical Records Committee to:

1. Collect and compile all Association Proceedings and all official committee reports, committee publications, and Association publications not appearing in the Proceedings. These materials to be kept at the designated repository of the Association in the library of Queens College.
2. Collect tape recordings of professional presentations by recognized leaders of the College Physical Education Association.

3. Develop for distribution a catalog listing all historical materials now available in the repository and annually report new additions.
4. Develop for distribution a Subject and Author Index of materials available in the Historical Records repository of the Association at Queens College.

Dr. Guido F. Foglia has accepted the position as custodian of the College Physical Education Association Records repository at Queens College and pertinent materials may be mailed to him at the Department of Physical Education, Queens College, Flushing 67, New York.

Dr. Glenn Howard and Dr. Guido F. Foglia have reviewed materials at Queens College and have planned a bibliography of articles which have appeared in the Proceedings.

1. It is recommended that Dr. Foglia be designated as a continuing member of the Historical Records Committee.
2. It is recommended that the President solicit the membership at the annual meeting for help in acquiring Proceedings of the Association for the repository. The Proceedings for: 1927, 1929, 1930 to 1936 inclusive, and 1953 to 1959 inclusive are needed.
3. It is recommended that a complete bibliography of materials in the repository be prepared and circulated to the membership periodically.
4. It is recommended that senior members of the association be solicited for historical items.
5. It is recommended that Committee membership include members from the Far West and Southwest for better geographic contact in seeking historical materials.

The Executive Council on December 30, 1960, approved the expenditure of $100 for the Historical Records Committee. It was agreed that additional funds might be made available contingent on the preparation and approval of a long-range plan for collecting and maintaining the permanent records at Queens College. The committee has been working on such a plan this year and a further report will be made when the plan is completed.

Respectfully submitted,

Ralph H. Johnson, Chairman

MEMBERSHIP COMMITTEE

The Membership Committee employed two plans in an attempt to increase membership in the College Physical Education Association.

Plan I. This plan involved the appointment of a current member in each state to contact prospective members in his particular state. Those appointed were sent a letter of instructions, a sample letter to

be sent to prospective members, and five copies of the Application for Membership form. For states showing no current members (Alaska, Delaware, Idaho, Montana, Nevada, and Wyoming), a person known to the Committee was asked to assist in the membership drive. These people were furnished the same materials as supplied to the Committee's representatives in states showing current members. The letter of instructions differed slightly.

Plan II. According to this, each current member not involved in Plan I was asked to contact at least one prospective member and encourage him to join the Association. Each person involved in this plan was sent a letter of instructions, a sample letter to be sent to the prospective member, and one copy of the Application for Membership form.

Since prospective members were instructed to mail their applications to the Secretary-Treasurer, the Committee was unable to keep a record of new members. Therefore, the results of the two plans employed cannot be reported at this time. However, the Committee should have this information at the end of registration in Kansas City.

Respectfully submitted,

Troy Hendricks, Chairman

NECROLOGY COMMITTEE

The activities of the Necrology Committee for 1961 may be summed up as follows:

In September a letter was written by the chairman to a member of the CPEA in each state of the Union where we have members, as well as Canada and Puerto Rico, soliciting their assistance in securing names and memorials of deceased members.

In October a letter was sent to each of the five committee members from the chairman asking each to follow up the original request for assistance. Each committee member was assigned to specific states. The committee members were asked to be responsible for their own states in the original request.

In December a final report of the findings of the committee members was requested by the committee chairman.

On December 14 the report was forwarded to President Joy Kistler.

The Necrology Committee of CPEA regretfully reports the deaths of the following members:

Jule Stratton Doubenmier, Colorado State College
Henry Charles House, Jr., University of North Carolina
Robert T. Kretchmar, Oberlin College
Carl Peter Schott, Pennsylvania State University

Memorials have been received for these men and will be read at the Annual Meeting after which they will be submitted for inclusion in the Proceedings.

Opportunities for receiving other notifications and memorials will be made available to the general membership at the time of the Annual Meeting.

A copy of the published memorial, together with a suitable certificate to the next of kin, will be presented to the family of the deceased.

To all members who either assisted in the securing or preparation of the memorials, the Necrology Committee extends its thanks and appreciation.

Respectfully submitted,

Spurgeon Cherry, Chairman

Jule Stratton Doubenmier

Jule Stratton Doubenmier, 62, professor of physical education, Colorado State College at Greeley, died Saturday, July 15, 1961. Professor Doubenmier is survived by his wife, Obera Petit Doubenmier, and daughters, Margaret Ann Griffith and May Judeen McCormick.

Professor Doubenmier, affectionately known as "Dobby," was born June 30, 1899, at Lisbon, Iowa. He attended Coe College, Cedar Rapids, Iowa, from 1918 to 1921. From 1921 to 1925 he was Assistant Director of Physical Education at Centennial High School, Pueblo, Colorado. He came to Colorado State College in September, 1925, as a fellowship student in physical education. His Bachelor of Arts degree was granted by Colorado State College in 1927, at which time he became a full-time member of the faculty. In 1933 he received his Master of Arts degree from the same school.

Professor Doubenmier coached many athletic teams at Colorado State College. For 22 years he coached athletic teams at College High School, winning the state championship in 1936. From 1937 through 1939 he also coached the Colorado State College basketball teams. During his 34 years with the college, he also coached football, track, swimming, and wrestling. In 1948 he became the director of the Colorado State College year-round intramural sports program.

During World War II, Professor Doubenmier received many letters from his former students. This prompted him to print a newsletter entitled, "Around the World with Dobby." The circulation numbered over 1,000 as he mailed his newsletter to students all over the world. In 1947, returning students rewarded Professor Doubenmier and his wife with a new car. He was still driving this car at the time of his death.

Professor Doubenmier was a member of a Masonic Lodge, the Last Squad of the American Legion, and a member of the First Congregational Church in Greeley. He was an honorary life member of the International Association of Approved Basketball Officials, a member of the National and Colorado Associations for Health, Physical Educa-

tion, and Recreation, and a member of the College Physical Education Association.

The students of Colorado State College expressed their appreciation to Professor Doubenmier in 1961 when they dedicated the Cache la Poudre college yearbook to him.

Henry Charles House, Jr.

Henry Charles House, Jr., was born in Weldon, North Carolina, on December 13, 1910. His early education was obtained in the Weldon Public Schools. He entered the University of North Carolina in 1927, and was graduated with the Bachelor of Arts degree in 1931. He obtained the Master of Arts degree in 1943, and was awarded his doctorate from Columbia University in 1957.

During his undergraduate days at the University of North Carolina, he participated in many extracurricular activities, being a member of the Kappa Alpha Fraternity, the Gorgon's Head, the Grail, the University Athletic Council, and an officer in the German Club. He participated in varsity football and baseball, in which sports he excelled. In 1931 he was winner of the Patterson Medal, the University's highest award. He is regarded as one of the University's all-time great athletes.

On June 6, 1936, he married Helen Hines Badham of Edenton, North Carolina. She was a constant source of strength and happiness for him throughout the years. Their two children are Helen Badham, Jr., who holds the Bachelor of Arts degree from the University of North Carolina, and Henry Charles, III, presently a senior in the Chapel Hill High School. Professor House was a devoted family man, deriving great happiness and satisfaction from close family ties.

Following his graduation from the University, he taught and coached at Statesville High School (1932-33), at Edenton High School (1933-35), at Augusta Military Academy, Fort Defiance, Virginia (1935-40), and at Rocky Mount High School (1941-42). In 1934 his Edenton High School football team was undefeated and unscored on, winning the state championship. He returned to the University in 1940 for graduate study, and in 1942 became a member of the coaching staff and an instructor in physical education. During World War II, with the staff greatly depleted, he rendered unique service in bearing the burden of carrying on an expanded physical education program for regular students and for the various military units in training at the University. He became an assistant professor in 1946, an associate professor in 1949, and a professor in 1959. He took an active part in the life of the University, serving on the Faculty Council and on several University boards and committees, as well as on departmental committees.

He began his service as an adviser in the General College in 1954. His qualities of patience and understanding coupled with steady insistence that his advisees assume responsibility of their parents, to their fellow students, to the standards and opportunities of the University, enabled him to encourage them to realize their own potentialities and to perform outstanding service in his advisory capacity. In his untimely death his advisees lost a real friend and the General College lost a distinguished advisor.

Professor House was a dedicated teacher. He enjoyed teaching. He prepared carefully for every class and sought constantly to stimulate his students to high standards of performance. His students appreciated his earnestness, his sincerity, his impartiality, and his personal interest in their welfare.

To him the terms "coach" and "teacher" were synonymous. His coaching philosophy was simple in expression but vastly comprehensive in scope and effect, with implications far beyond athletic participation: that each member of the squad must attain sound physical conditioning and psychological readiness as prerequisite to exerting his best efforts; that no true athlete gives other than his best efforts; that team success depends upon the thorough mastery of the fundamentals of the sport by each individual player; and that there is no such thing as team loyalty that is less than 100 percent. It may be stated that those principles characterized his own personal athletic career.

He was an ardent huntsman and fisherman. Among the most enjoyable of his social activities was, with Mrs. House, preparing and serving fowl and fish dinners for his close friends. On these occasions, he was at his best as the amiable host. All who had the privilege of attending those dinners will long remember his graciousness and affability.

The life of Professor House reflected deep spiritual principles. As a member of the Chapel of the Cross he participated fully in the life of his church and parish. He was a vestryman, and was chairman of various committees engaged in the promotion of religious activities, with particular emphasis on Adult Christian Education.

In his passing the University loses a loyal alumnus, a dedicated teacher; his department loses a congenial and able colleague; his family loses a devoted husband and father. The qualities which characterized the life of this sincere Christian gentleman have left their mark on his associates.

Robert Theodore Kretchmar

Robert Theodore Kretchmar was born in Cleveland in 1917. He was educated in Cleveland Public Schools where he was an outstanding athlete in football, basketball, and baseball at West High. He graduated from Oberlin College in 1940. During College he served as captain of both the football and basketball teams. He also was president of his class during his junior year.

Following graduation, he coached and taught physical education at Hanover College in Indiana for a year, and then served as a Lieutenant Commander in the U. S. Coast Guard during World War II. He received his Master's degree from Columbia University in 1947 and the Ed.D. degree in 1949. He taught at Ohio State University for three years and for the last ten years he has been at Oberlin College where he reached the position of professor.

Professor Kretchmar was a member of the College Physical Education Association for 15 years, and was also a member of the American Association for Health, Physical Education, and Recreation. He served

with distinction on numerous committees of both organizations. He participated in the White House Conference on Health, serving as a recorder.

All of his life has been dedicated to assisting young people. He served as playground supervisor in Cleveland; he fostered Little League baseball in Oberlin; he started the local program of Saturday morning physical education program for boys; he served on the City Recreation Commission; and was active in all the community projects related to athletics and physical education.

He owned and operated the Oberlin County Day Camp for youngsters and through his camp, made a lasting impression on many of the young people of the county. He wrote many articles on athletics and physical education. He was one of the promising young men in the profession.

He devoted much of his leisure time to his church. He served as chairman of the building and budget campaign of Grace Lutheran Church shortly before his death.

He had many friends throughout the county and corresponded with many more friends living elsewhere. Oberlin students appreciated his interest in their personal problems and they always considered him one of Oberlin College's most effective teachers.

Robert Kretchmar dedicated his life to youth and in return he drew from youth a serenity of spirit and a confidence in life's greatest values.

He is survived by his widow, Clare Redefeld Kretchmar, and three sons, Scott, Dick, and Ted.

Carl Peter Schott

Carl Peter Schott, former Dean of the School of Physical Education and Athletics at Pennsylvania State University, died July 24, 1961. He was born near Carleton, Nebraska on November 18, 1886.

He received a Bachelor's degree from Nebraska State Normal School and Springfield College. Professor Schott also held an M.A. degree and a Ph.D. degree from Columbia University.

Early in his career he was active both as coach and official of various sports. He held teaching and coaching positions in Nebraska, Wisconsin, and London, Ontario, before becoming Director of Physical Education and Athletics and head coach of baseball and basketball at Pomona College. Later he headed the Department of Physical Education at Western State Teachers College, Kalamazoo, Michigan and the department at West Virginia University, and finally served as the dean of the School of Physical Education and Athletics at Pennsylvania State University, from which he retired on June 30, 1952.

Professor Schott had a notable career and won many honors in his chosen profession. Among some of these were:

1. President of the College Physical Education Association from 1942 to 1944
2. Member of the National Council of Physical Fitness (appointed by the Federal Security Agency) from 1943 to 1945

3. Fellow in the American Association of Health, Physical Education, and Recreation
4. Professional Honor Award recipient of the Pennsylvania State Association for Health, Physical Education, and Recreation
5. President of the Eastern Intercollegiate Gymnastics League
6. President of the U. S. Intercollegiate Lacrosse Association.

Professor Schott held memberships in Phi Delta Kappa, Kappa Delta Pi, and Phi Delta Theta. He is survived by his daughter.

NOMINATIONS COMMITTEE

The Operating Code of the Nominations Committee was followed carefully in the selection of nominees for President-elect and Council Member-at-Large. Only two members were selected for the office of President-elect:

Louis E. Alley
Karl W. Bookwalter

For the office of Council Member-at-Large:

Harold E. Kenney
Charles R. Kovacic
Deane E. Richardson

For the office of Secretary-Treasurer:

Marlin M. Mackenzie

Biographical sketches and ballots were prepared for use at this meeting.

Respectfully submitted,

R. A. Snyder
Chairman

POLICIES COMMITTEE

The Policies Committee directed its attention in 1961 to the task of reviewing the policies which were gleaned from the Proceedings of the Association and which now appear in the Operating Manual. This review included consideration of the following questions:

1. Is the statement of definition of a policy adequate? What is meant by a "settled" course of action?

2. Can a satisfactory distinction be made between a "policy" and an "objective" which will serve to guide the Committee in its present task, we well as the Association in future policy formulation?
3. Should policies which refer to or spell out specific functions of officers and committees be dropped from the policies section and incorporated in appropriate sections of the Manual, such as operating codes, functions of officers, annual meeting, etc.?
4. Are any of the policies which have been extracted from the Proceedings out-dated, hackneyed, poorly-worded, or inappropriate at this time? Which ones should be recommended for editing or deletion? What specific changes would you suggest?
5. Into what form should the policies be put for ready reference by officers and committees?
6. What is the best process for policy formulation?
7. What new policies should be recommended by the Committee to the Association?

A review of the policies reveals that the Association has often adopted resolutions without reference to existing published statements of the objectives, prior resolutions, operating codes of the various committees, or functions of officers. As a result, many statements now carried in the policies section of the Operating Manual are repetitive or are already carried in other parts of the Manual.

The Committee conducted its work by correspondence. As might be expected, the report of the Committee leaves many questions unanswered. The report does, however, recommend rather extensive changes in the makeup of the policies section of the Operating Manual which result from deletions and editions of policies, and from the incorporation of policies in the operating codes of committees and statements of functions of officers.

Respectfully submitted,

Arthur E. Fourier
Chairman

PUBLIC RELATIONS COMMITTEE

1. Significant Activities for the Year

   a. The Committee took upon itself the objectives of securing some prominent individual to author a fitness article in a national magazine. General Dwight D. Eisenhower and General Douglas MacArthur were contacted in turn. General MacArthur declined, although he indicated that he was in full agreement with the need for promoting physical fitness among the youth of our country. General Eisenhower declined temporarily, but indicated that he would consider doing an article some time in the future. We intend to pursue the project further.

b. Two of our Committee members assisted in the preparation of an article promoting youth physical fitness which will appear in Good Housekeeping magazine in the near future. In addition, Committee members have addressed professional organizations urging increased efforts in the area of physical education programs in the schools. Specific presentations to the New York State and Arkansas sections of the AAHPER were significant. The New York address led to an appeal on the floor of the House of Representatives for increased physical fitness activities for youth, and incorporation of the address in the Congressional Record.

c. Arrangements have been made for six articles to be placed in the Physical Education Newsletter which is published by the A. C. Croft Company. This is a comparatively new periodical which has a very realistic approach and a growing circulation. It is planned that these articles will portray the need for strong programs of physical education in our colleges and, by way of illustration, point up some of the good work our colleges are doing.

d. The Committee distributed a Physical Fitness Chart portraying one of the physical fitness tests given to all cadets at the U. S. Military Academy, along with a cover letter addressed to presidents of some 250 colleges. This was an effort to call to the attention of presidents of those colleges represented by membership in the CPEA, the need for physical education at the college level.

e. The Committee assisted the New York Metropolitan Area of the Boy Scouts of America in organizing, promoting, and conducting a program of physical education to include an Obstacle Course test in conjunction with the Boy Scout Exposition in New York City, held in the Coliseum, November 17-19. Some 700 Explorer Scouts ran the course. This served as the kickoff for the National Boy Scout Physical Fitness Program, which is modeled after the New York program. It will reach 592 Boy Scout areas which include 150,000 Explorer Scouts throughout the nation. This has been presented in an attractive package laying out specific performances in a wide range of activities. It is a down-to-earth approach which has been enthusiastically received by scout leaders to date.

f. The Chairman conducted a conference with representatives of Young and Rubican, Public Relations Consultants, who are assisting in promoting the President's Youth Fitness program. One of the principle subjects discussed at the conference was highlighting the need for fitness at the college level.

2. Recommendations

It is recommended that:

a. The Committee continue its work toward initiating physical fitness articles, and particularly those authored by prominent people, for the purpose of bringing to the lay public the

great need for strong physical education programs.

b. That hard-hitting material, brief and to the point, perhaps in pamphlet form, be prepared, made available, and distributed to college presidents as well as heads of academic instructional divisions. This material should interpret vigorously the role of physical activity in the college educational environment.

c. That significant activities of other CPEA committees be made available to the Public Relations Committee, at least quarterly, to enable this Committee to keep the membership informed of what our Association is doing. This might also serve as a catalyst in mobilizing the great amount of talent existing in the membership of CPEA to further the objectives of the association.

d. The Committee continue to assist the National Physical Education Committee of the Boy Scouts of America in the development of their program.

Respectfully submitted,

Frank J. Kobes, Jr.
Chairman

President's Committees

COMMITTEE TO IDENTIFY CURRENT PROBLEMS AND ISSUES OF PARTICULAR NOTE TO COLLEGE AND UNIVERSITY PHYSICAL EDUCATORS

This committee was instructed by President J. W. Kistler to attempt to identify and define the major problems and issues that are likely to confront college physical education during the 1960's.

During the AAHPER convention at Atlantic City in March 1961, seven members of the committee met to discuss the procedure by which the work of the committee might be accomplished. At this meeting, the persons listed on the area subcommittees below were assigned the task of identifying and defining the major problems and issues in the areas indicated.

1. The Basic (Required) Physical Education Program
   George Brady
   Dale Nelson

2. The Undergraduate Professional Program
   Lynn McCraw
   Richard Tews

3. The Graduate Professional Program
   Arthur Esslinger
   Lawrence Rarick

4. The Intramural Program
   Lou Alley
   Carl Wear

5. The Intercollegiate Athletics Program
   John Lawther
   Carl Nordly

All subsequent business of the committee was conducted through correspondence.

To insure that no significant problems and issues would be overlooked, each member of the committee submitted to the chairman a proposed list of headings under which he felt the problems and issues in the area for which he was responsible might be classified. These were combined into a master list of headings which was sent to each member of the committee, together with the request that he suggest additional headings (or revisions of headings) for each of the areas. The chairman then revised the list of headings in accordance with the suggestions of the committee, sent the revised lists to the appropriate subcommittees, and the members of the subcommittees proceeded (jointly or independently, as they chose) to identify and define the problems and issues in the particular areas for which they were responsible. In most instances, the subcommittees contacted a number of appropriate leaders in the field and obtained from them suggestions concerning problems and issues that are likely to arise.

The problems and issues gathered by the area subcommittees were submitted to the chairman who combined them into a master report. This report was sent back to each member of the entire committee with the request that he (a) suggest any additional problems and issues that he felt had been overlooked, and (b) mark with an asterisk those problems and issues that he felt were currently the most pressing or that during the next ten years would be the most pressing.

The chairman then revised the report in accordance with the responses from the committee and the problems and issues that appear below are the result. For convenience, the problems and issues in each area are arbitrarily listed under four major headings. Those problems and issues considered by the committee to be most pressing are listed first in each instance; those considered less pressing are listed last.

No brief is made that the problems and issues are of equal import. Obviously, some are of extreme significance and others are of considerably less consequence. Because one of the major purposes of this project was to provide ideas for future convention programs of the Association, all problems and issues that showed promise of contributing to this purpose were retained.

Respectfully submitted,

Louis E. Alley
Chairman

CURRENT PROBLEMS AND ISSUES IN PHYSICAL EDUCATION AND INTERCOLLEGIATE ATHLETICS

The Basic (Required) Physical Education Program

Place and Purpose in Higher Education

1. Issues

   a. Should basic physical education be required at the college (university) level? If so, what should be the nature of the requirement and how should it be met (completing courses, proficiency examination, etc.)?
   b. Should the basic physical education program be regarded as an integral part of higher education (or, perhaps, as a service program such as that offered by the Student Health Center or the University Recreation Center)?
   c. Should adapted physical education programs be considered to be an integral part of higher education? A part of the basic physical education program?

Administration

1. Issues

   a. In view of rising costs, increased enrollments and increased demands for science facilities, can increased expenditures for basic physical education facilities and equipment be justified?
   b. With increased enrollments, should emphasis be placed on obtaining additional instructors or on developing methods and procedures for handling large classes?
   c. Should the policies regarding eligibility for employment, salary, professional rank, promotion, and tenure be the same for teachers in basic physical education as in other aspects (undergraduate and graduate programs) of the physical education program?
   d. Should participation in athletics be accepted as a substitute (in part or in whole) for the physical education requirement? ROTC? Marching band? Drill team?
   e. Who should teach in the basic physical education program? Coaches? Graduate assistants? Student teachers?

2. Problems

   a. What is the current "image" of basic physical education as viewed by the students? Faculty? Taxpayers? Legislators? How may the basic physical education program be best interpreted to these groups?

b. How can the utilization of present facilities be increased?
c. How can conventional plans for physical education facilities be improved to better serve the needs of the students?
d. How may the teaching load of the teacher in basic physical education be evaluated and compared to that of the teachers of undergraduate and graduate courses? What is a reasonable work load for the teacher in basic physical education?

Instruction and Program

1. Issues

a. Should the grading practices in the basic physical education program be the same as the grading practices in other departments in the college (university); that is, should grades in physical education be based on level of achievement? Amount of improvement? Level of achievement in what? Amount of improvement in what?
b. Should grades in basic physical education be counted in computing grade-point averages?
c. In regard to activities, should the basic physical education program be designed to provide for diversity or specialization?
d. Should students be assigned to activities on the basis of weaknesses indicated by tests or on the basis of interests in activities?
e. What, in addition to skill in activities and the development of physical fitness, should be emphasized in the basic physical education program?
f. How much stress should be placed on the development of physical fitness?
g. Can the practice of repeating instruction in activities that are included in junior and senior high school programs be justified?
h. To what extend should coeducational activities be stressed in the basic physical education program?

2. Problems

a. How can physical education be taught effectively to the extent that regular participation in vigorous activity becomes a "way of life" for the students?
b. How can provisions be made for progression in the activities offered in the basic physical education program?
c. What in-service training procedures may be used effectively for the orientation of new faculty members and in situations in which graduate assistants teach basic physical education courses?
d. Granting that evaluation should be made in terms of objectives, specifically how should this be done?
e. How should grades in coeducational classes be determined?

f. What activities should be offered in the coeducational program?
g. How should students in the adapted program be graded?

Needed Research

1. Relationship between size of class and efficiency in learning.
2. Effect on students of participation in the basic physical education program.
3. Definition of factors that comprise physical fitness, development of tests to measure the same.
4. Determination of teaching methods most effective in developing skill in activities.
5. Evidence to show that physical activity that is forced (required) on the student contributes to the health and/or well-being of the general college (university) student.
6. Construction of skills tests for all phases of basic physical education program.
7. Construction of instruments for the evaluation of personal-social adjustments.
8. Determination of how basic physical education programs may be used as screening devices for the discovery of sports champions.

The Undergraduate Professional Program

Place and Purpose in Higher Education

1. Issue

   a. Should students who do not meet the certification requirements for teaching be granted Bachelor's degrees with majors in physical education?

2. Problem

   a. What can be done to eliminate the opinion that the academic standards are so low in the undergraduate professional program in physical education that the place of the program in an institution of higher learning may be questioned?

Administration

1. Issues

   a. Should certification requirements in physical education be established for coaches?

b. Should criteria for the accreditation of professional programs in physical education be qualitative or quantitative?
c. Should coaches teach courses in the professional program? If so, under what conditions?
d. Should the physical education department adhere to the grading practices for the college (university) as a whole if by so doing the majority of the majors are eliminated?
e. Should students majoring in physical education be required to join professional organization(s)?
f. What influence do intercollegiate athletics programs have on the quality and number of physical education majors?

2. Problems

a. How may better students than are now being attracted to the profession be encouraged to enter the field?
b. How can the faculty and the public be educated to the fact that the professional program should not be neglected as a result of emphasis on the intercollegiate athletics program?
c. How may the attitudes of faculty, parents, and friends who discourage capable young people from majoring in physical education be changed?
d. What can be done to combat the attitude that one majors in physical education primarily to coach and that teaching physical education is incidental?
e. How may the use of facilities and equipment by the majors, intramural participants, athletes, and students in the basic physical education program be effectively integrated?
f. When the number of students exceeds the capacity of the facilities, which program should be limited (basic physical education, intramural, professional, or intercollegiate)?
g. How may school administrators be induced to employ only graduates of colleges approved by reputable accrediting agencies?
h. How can the upgrading of standards for the certification of physical education teachers and coaches be accomplished?
i. What are the responsibilities of the physical education department in placing and "following-up" their graduates? How are these responsibilities best met?
j. In classes taught by coaches, how may integrity in teaching and grading be insured?
k. How may students who have potential as physical-education teachers and coaches be identified at the freshman and sophomore levels?
l. What are the best methods for promoting professional attitudes and behavior among students and faculty?
m. How may other departments be induced to offer courses oriented to the preparation of physical education majors?
n. How may the teaching loads of teacher-coaches be evaluated and compared to the teaching loads of those who teach only professional courses?
o. How may colleges (universities) be encouraged to prepare

physical education teachers only to the extent that the colleges (universities) are qualified to do so?

Curriculum and Instruction

1. Issues

   a. Because many high school coaches and physical education teachers are assigned to teach more classes in academic areas than in physical education, should not many students now majoring in physical education be encouraged to major in academic areas and minor in physical education?
   b. Should a separate curriculum for the preparation of coaches be offered?
   c. Should the curriculum for physical education majors be science oriented?
   d. Should there be a "standard" curriculum for physical education majors? If so, of what courses or experiences should it be comprised?
   e. Should the curriculum for physical education majors emphasize how to teach or what to teach?
   f. Should prospective physical education majors and coaches be required to demonstrate better-than-average skills as a prerequisite for professional course work?

2. Problems

   a. What new teaching methods are now available or may be devised to improve the quality of the instruction offered in professional courses?
   b. How may current methods of evaluating the undergraduate curriculum be improved?
   c. How should the curriculum be organized to prevent needless overlap in content?
   d. What can be done to allow the physical education majors more elective courses?
   e. What are the best procedures for laboratory teaching?

Needed Research

1. A comparison of the effectiveness of laboratory practice in which the student teacher is assigned to the school for a "block" of time with the situation in which the student teacher is assigned to one class for the entire semester.
2. The determination of competencies needed by physical education teachers and coaches.
3. The development of aptitude tests to determine which students have potential as successful physical education teachers and coaches.

The Graduate Program

Administration

1. Issues

   a. Should not graduate schools in physical education concentrate only on the preparation of specialists in areas in which expert staff members are locally available, rather than attempting to prepare students in all areas of physical education?
   b. Should all universities and colleges that offer graduate degrees in physical education impose the same requirements for admission to graduate study?
   c. Because the problems encountered in physical education require for their solution an extensive knowledge of other established areas of learning (physiology, psychology, sociology, physics, etc.), should not some of (if not all) the members of the graduate staff in physical education have graduate degrees in related areas rather than in physical education?
   d. Should the college (university) administration assume primary responsibility for providing personnel, space, facilities, and equipment for research or should these be provided from research grants obtained by individual staff members from sources outside the university?
   e. Should certain institutions be recognized as centers for particular research interests, and should institutions that are developing new research centers be encouraged to specialize in other research areas?
   f. Should the practice of offering intermediate graduate degrees (degrees for one year of graduate work beyond the Master's degree) be expanded (continued)?
   g. To what extent should departmental research be coordinated, i.e., controlled?
   h. In the interests of economy, should not basic research be the responsibility of universities rather than state colleges?
   i. Should the P.E.D., the Ed.D., and the Ph.D. be recognized as equivalent degrees?

2. Problems

   a. What effective steps may be taken to relieve the shortage of personnel competent to direct master's theses and doctoral dissertations, a shortage that will become increasingly critical as enrollments rise?
   b. What minimum scholastic standards (if any) for admission to graduate work in physical education should be established at the M.A. level in all institutions that offer graduate degrees? The Ph.D. level?
   c. What specific undergraduate prerequisites (if any) should be

established for admission to graduate work in physical education in all institutions that offer graduate degrees?

d. How may the quality of research in physical education be improved?
e. How may superior graduate students be attracted to the field of physical education?
f. How may probable success in graduate work in physical education be best determined?
g. What can be done to facilitate the accurate evaluation of transcripts which, currently, is a difficult task because grading practices, course titles, and content vary markedly from institution to institution?
h. What are the most effective measures by which team research involving the equipment, the facilities, and the personnel of several departments may be initiated?
i. What agencies outside the university are the most likely sources for funds to support research in physical education? How may such funds be obtained?
j. How can a single institution provide sufficient graduate offerings to permit adequate concentration in the various areas of physical education?
k. How may the teaching load of the staff member who directs dissertations, advises graduate students and handles independent study courses be accurately assessed?
l. How may the use of departmental facilities and laboratory space be equitably distributed among the staff, the students, and the instructional program?
m. What can be done to promote the offering of appropriate "supporting" courses in departments other than physical education?
n. How may interdepartmental research be encouraged?
o. What administrative policies are needed to satisfactorily administer interdepartmental research projects?
p. How may a university "pool" of research equipment from which individual professors may draw equipment upon request be developed and administered?
q. What limitations (if any) should be placed on the amount of credit earned in extension courses that is acceptable toward a graduate degree?
r. How dhould the Ph.D. candidate who did not write a thesis at the Master's level be handled?
s. In setting the work load of the graduate faculty member, how much time should be allotted for research?

Curriculum and Instruction

1. Issues

a. What specific criteria should be utilized to clearly differentiate between graduate and undergraduate courses in physical education?

b. Should the curriculum(s) for Master's degrees be standardized from institution to institution?
c. Should Ph.D. programs be designed to prepare specialists in one specific area (psychology and methods, measurement, physiology, curriculum, correctives, etc.) or should they be designed to prepare "well-rounded" scholars?
d. Should the conventional foreign language requirement for the Ph.D. be retained?
e. Should there be more opportunities than at present for joint majors at the doctorate level?
f. Should a thesis be required for all (some) Master's degrees?

2. Problems

a. How may the training of research workers in physical education be improved?

Needed Research

1. What qualities (preparation, intelligence, personality, etc.) characterize successful administrators in physical education? Teachers? Research workers?
2. The development of examinations that are useful in predicting probable success in graduate work in physical education.
3. The development of criteria for judging an institution's qualifications for offering undergraduate and graduate programs of professional preparation in physical education.

The Intramural Program

Place and Purpose in Higher Education

1. Issues

a. Could and should intramural sports and recreation programs adequately replace the required physical education program?
b. Should the intramural sports program be considered one phase of the total physical education and athletics program; or should the intramural sports program be regarded as one aspect of the total college (university) program of recreation for all students?

Administration

1. Issues

a. Should insurance be required for all participants?
b. With rising costs, increasing enrollments, and growing de-

mands for emphasis on scholarship, can the expenditure of college (university) funds from any source for facilities, equipment, and/or personnel to conduct intramural sports programs be justified?

c. Do the values derived from point systems and awards justify the time and/or expense required to administer them? If so, what type of point system and/or awards may be justified?

2. Problems

a. What personnel should comprise the intramural sports staff? Intramural personnel only? Physical education personnel? Coaches? Graduate assistants? Student teachers? Student assistants? What duties and responsibilities can appropriately be assigned to each?
b. What equipment should be furnished by the student and what equipment should be furnished by the institution?
c. As the number of teams increase, how may a sufficient number of competent officials to handle the contests be obtained?
d. What supervision, facilities, and equipment should be provided for the recreational program?
e. With a limited budget, what facilities and equipment should be given first preference with regard to purchase and/or upkeep?
f. What regulations related to medical examinations and pre-competition conditioning should be imposed?
g. What are the best methods for interpreting the intramural program to those to whom it should be interpreted? To whom should the intramural program be interpreted? What should be stressed in the interpretation?
h. With increasing enrollments and widely dispersed housing for students, what basic principles should determine the choice of units for competition?
i. How may facilities and equipment best be decentralized to insure maximum use?
j. What changes in scheduling policies are indicated as a result of changes in academic scheduling to accommodate increased numbers of students?
k. What are effective ways of increasing the participation of nonresident students in intramurals?
l. What records are of sufficient value to justify the time and expense required to keep them?
m. How may electronic devices be utilized in keeping intramural records?
n. From what source(s) should funds for intramural awards come?
o. How may some of the costly items (awards, officials, etc.) associated with intramurals be eliminated?
p. What eligibility rules should govern participation in intramural sports? How should the eligibility of athletes be handled?

q. What disciplinary action should be taken for eligibility violations?
r. How may all students be most effectively informed about intramural sports procedures and schedules?

Program and Evaluation

1. Issues

a. What aspects of the intramural program should receive major emphasis? The competitive program? The recreational program? The coeducational program?
b. Should recreational programs be conducted on Sundays?

2. Problems

a. How may the value of an intramural sports and recreation program best be evaluated?
b. What trends should be looked for?
c. What activities are suitable for coeducational intramural programs?

Needed Research

1. Research on the values derived from and effects of participation in intramurals.
2. Research related to the prevention of injuries.
3. Research on the relationship between participation in the basic instructional program and participation in the intramural sports and recreation program.

Intercollegiate Athletics Program

Place and Purpose in Higher Education

1. Issues

a. Do intercollegiate athletics programs for which players are recruited and subsidized have a place in higher education? If so, what is the place and what are the purposes of such programs? If not, why not?
b. Are the objectives, purposes and methods associated with intercollegiate athletics sufficiently in harmony with those of physical education to justify interpreting the former as a phase of the latter?

Administration

1. Issues

   a. Who should control intercollegiate athletics? University presidents? Faculty? Athletic director? Physical educators? Outside committee? Students? Legislators?
   b. Should departments of physical education and departments of athletics be combined or separated for administrative purposes?
   c. Should the general requirements for initial employment, professional rank, tenure, promotion, and salary be the same for athletics coaches as for all members of the university faculty?
   d. Should new facilities be designed primarily for intramural and classroom use or for spectator capacity?
   e. Should receipts from intercollegiate athletics go into the general university fund and the intercollegiate athletics program be financed by budget allocation in the same manner as the other departments in the university?
   f. Should athletics coaches be required to meet specific minimum requirements in professional training in physical education?
   g. What should be emphasized in the publicity given to intercollegiate athletics?
   h. Should sports in which players are subsidized and which are utilized chiefly for student and public entertainment be self-supporting? Should student fees be used to support such sports?
   i. Can the financial support of intercollegiate teams in sports in which few students participate (golf, tennis, fencing, etc.) be justified when thousands of men are to be served by the college (university)?
   j. Should coaches and athletics directors participate in the rating of teams and the selection of All-American players?
   k. Do intercollegiate athletics suffer from too much publicity?

2. Problems

   a. How may the unwholesome aspects of intercollegiate athletics (bidding and recruiting competition, recruitment of boys who are poor academic risks, pressures for light schedules and favors in grading, professional farm systems, temptations to accept bribes, etc.) be effectively eliminated (or controlled)?
   b. How can intercollegiate athletics be so administered and controlled that the experiences offered the participants are truly educational experiences at the college level?
   c. How can the interpretation of intercollegiate athletics to the public, to the faculty, to the administration, to the legislature, and to the press and radio be improved?
   d. How may the dichotomy--physical education vs. athletics--in publicity be changed? (Should it be?)

e. How may the amounts of money spent on grants-in-aid, press entertainment, booster teams and pep squads, awards, scouting and recruiting expenses, etc., be effectively controlled?
f. How may land areas needed for physical education, intramural sports and intercollegiate athletics be held from the encroachments for additional building space by the college (university)?
g. In view of rising costs, and increased enrollments, how can intercollegiate athletics programs and facilities be adequately financed? How may facilities be provided for "low income" sports?
h. When coaching duties require only a fraction of the time of the coach of a minor sport, how can coaches for minor sports who are technically excellent in the sports be obtained?
i. How may publicity related to intercollegiate athletics be effectively directed and controlled?

Program and Participants

1. Issues

a. Should intercollegiate programs be enlarged to serve more students than the programs currently serve?
b. Should athletes with average scholastic ability be expected to successfully carry academic loads equivalent to the loads carried by average students who are not out for athletics?
c. What minimum standards of scholarship and morality should be required of participants in intercollegiate athletics?
d. Should intercollegiate athletics programs be widened to include most or all the sports included in the Olympic program?
e. Should out-of-season practice be eliminated?
f. Should intercollegiate bowl games be eliminated?
g. Should the number of out-of-state athletes at any given institution be limited?
h. Should the criteria for squad membership for nonsubsidized players differ from the criteria for squad membership for subsidized players?

2. Problems

a. What limitations should be imposed on schedules? Number of games? Length of playing season? Distance travelled? Class time lost? Number of years for which schedules are made in advance?
b. On what basis should opponents be selected? Philosophy of intercollegiate athletics? Recruiting practices? Natural rivalry? Admission standards? Scholarship standards? Potential gate receipts? Enrollment?
c. How may the required program, the intramural program, and the intercollegiate program be integrated into a progressive

education pyramid that extends through the graduate years? How may overemphasis of a few sports to the exclusion of others be avoided?

Evaluation

1. Issues

   a. How should intercollegiate athletics programs be evaluated? In terms of gate receipts? Games won and lost? Public and alumni opinion and/or support? Effect on participants? Effect on nonparticipants? Cost per participant?
   b. What is the relationship (if any) between successful athletics teams and (a) alumni gifts for educational purposes and/or (b) appropriations for education from state legislatures?
   c. Is the physical fitness of the student body related to the athletic facilities available for their use?

2. Problem

   a. How can reliable and valid data concerning the effect of participation in intercollegiate athletics on the participants be obtained?

EDUCATIONAL TELEVISION COMMITTEE

The Educational Television Committee met during the annual convention in Washington, D. C. and again at Atlantic City during the National Convention of AAHPER. In these meetings it was decided to continue the work of the 1960 Committee which had studied the use of television as a medium of publicity in physical education with a study of the present use of television as an instructional device in physical education. Other fields of learning in schools and colleges are now exploiting this tool; perhaps it could be of value in the field of physical education. It seemed logical, as a first step, to determine the present status of the use of instructional television in physical education. To do this, a questionnaire was constructed and approved via correspondence by the committee. Questionnaires were directed to schools and colleges having closed-circuit television facilities, educational television stations, and to schools and colleges known to be producing telecourses. The mailing list was constructed from the listing of the National Association of Educational Broadcasters, the listing of tele-courses published by Michigan State University, and additional addresses provided by committee members. In all, 514 questionnaires were mailed. The committee was pleased to receive 357 responses, which represented a 69.4 percent return. No follow-up has been made to increase the return or to investigate the information gathered.

Of the 357 responses from the schools, colleges, or educational television stations, 58 indicated some use of television in physical

education or related areas. Television as an instructional technique in physical education classes is being produced by 23, or 6.4 percent. An additional group of 26, or 7.2 percent, are using television to provide programs in physical education for general information to the community at large. Television as an instructional device is being used by 2 respondees in teacher education courses in physical education. Another group of 5 respondees is using television as an instructional device in health education classes. First aid courses for credit are being produced by 2 respondees, one at the college level and one at the high school level. Since the primary concern of the committee was the use of instructional television in physical education, its attention was directed to the 23 respondees using television in that manner. A complete summary of the information gathered is attached to this report.

The committee corresponded with C. B. Wilkinson, President Kennedy's personal representative to the Youth Fitness Council, suggesting the use of television as a medium of instruction and publicity, as well as offering the support and services of the Committee. Mr. Wilkinson acknowledged receipt of our letter and expressed his appreciation.

The committee corresponded with Dr. Ben A. Bohnhorst, director of the Educational Materials Division of the Midwest Program on Airborn Television Instruction, encouraging his organization to include physical education in its telecasting as the MPATI increases its offerings to the schools and colleges of the midwest area. Dr. Bohnhorst assured the committee that physical education would be given consideration in the future plans of MPATI.

A memorandum concerning the Roberts Bill (H.R. 132), which will provide financial assistance for the construction of educational television facilities in the various states, was sent to members of the committee. The members were encouraged to help develop support for the bill in the National Congress.

On the basis of this year's work, the Committee submits following recommendations:

1. That further study be conducted and promoted in the use of television in physical education, especially concerning the production and utilization of instructional television.
2. That the CPEA, through this committee, make a concerted effort to collect and consolidate the research which has been done by four of the respondees participating in the committee's study.
3. That a part of this committee be assigned to work with a similar group from the AAHPER on the use of television in physical education.
4. That the CPEA and its constituent members stimulate and conduct research studies in the area of instructional television in physical education.
5. That the CPEA and its constituent members encourage schools and colleges to develop and exploit the potential of the public service programs of local commercial television stations for instructional and educational telecasts in physical education.

As implementations of our recommendations we further suggest:

1. That the CPEA as an organization encourage the MPATI to include physical education in its offerings, and that the CPEA offer its services as consultants to the MPATI.
2. That the CPEA encourage its members to contact their respective representatives in the National Congress in support of H.R. 132, the Roberts Bill.

Respectfully submitted,

C. G. Hixson
Chairman

Results of a Study on Instructional Television in Physical Education Educational Television Committee, College Physical Education Association, 1962

Questionnaires were mailed to educational television stations, schools, or colleges having closed circuit television facilities and educational institutions known to be producing television courses but having no television facilities of their own; in all, 514 forms were sent. Returns were received from 357 or 69.4 percent of the addressees.

The following is a summary of the information provided by the 23 respondees using instructional television in physical education. The numbers following the various items indicate the frequency of that particular response.

1. List of 23 institutions using instructional television in physical education

University of Southwestern Louisiana
KOAC-TV, Oregon State University, General Extension Division State System of Higher Education
Detroit Board of Education
Eugene Public Schools, Eugene, Oregon
Columbus Public Schools
University of Texas
Michigan State University
Pittsburgh Public Schools
KTCA-TV, St. Paul, Minnesota
Oklahoma City Public Schools
Philadelphia Public Schools
Auburn University, Auburn, Alabama
University of North Carolina, Chapel Hill
University of Washington, Seattle
University of Illinois
Cincinnati Public Schools
Central Michigan University
UCLA

Millikin University
Board of Education, Worcester County, Snow Hill, Maryland
Tuscon Public Schools
Baltimore Board of Education, Department of Physical Education, Baltimore, Maryland
Minneapolis Public Schools

2. The results of this study are desired by 237 of those respondees not producing instructional television programs in physical education.

3. Purposes of instructional television programs in physical education as indicated by the respondees:

Publicity - 0
General information - 7
Part of a planned course of study - 14
Other - 4
Enrichment for public school physical education - 2
Training of teachers - 2

4. List of titles of instructional television in physical education

Physical Education Grades 1-6
Physical Education Grades 4-6
Physical Education Grade 1-2
Physical Education Grade 3-4
Physical Education Grade 5-6
Primary Grade Movement Education
Physical Fitness Testing
Primary Physical Education
High School Physical Fitness
Physical Fitness
Methods in Elementary Physical Education
Life Saving and Water Safety
Dance of the Modern Period
Fundamentals of Creative Dance
Outdoor Recreation and Camping
Basic Movement
Physical Education
Fit as a Fiddle
It's Fun to be Fit
Fitness in Home, School and Community
Fitness is Fun
Let's Be Fit
New Trends
Demonstrations
Children's Dance
Time to Tumble
Tennis Time
Pin Pointers
Arrow Pointers

5. Type of facility used to telecast instructional television programs for physical education:

   Closed Circuit - 2
   Open Circuit - 22
   Educational Station 15
   Commercial Station - 7

6. Grade levels of education for which the instructional television lessons were designed:

   Grade 4, 5, 6 - 5
   College required physical education - 5
   College teacher preparation - 5
   All grades - 3
   Grades 1, 2, 3 - 2
   Grades 1, 2 - 2
   Grades 3, 4 - 2
   Grades 5, 6 - 2
   Grades 1-6 - 2
   Grades K-3 - 1
   Grades 5-12 - 1
   Grades 7-12 - 1
   Grades 6-7 - 1
   Grades 1-4 - 1
   Grades 4-8 - 1
   Grades 9-12 - 1
   College Elective physical education - 1

7. Instructional television in physical education was financed by:

   Regular school funds - 10
   Regular college funds - 8
   Local station as a public service program - 7
   Local instructional television foundation or council - 2
   Student fees - 1

8. Frequency of television lessons in physical education:

   One telecast per week - 16
   Three telecasts per week - 3
   Two telecasts per week - 2
   Four telecasts per week - 1
   Two telecasts per semester - 1
   Four telecasts per year - 1
   Repeat telecasts of original lesson made at other times in day or week - 5

9. Instructional television lessons for physical education were regularly scheduled for:

   Two semesters - 9
   One semester - 3
   Six weeks - 2
   One year - 2
   Eight weeks - 2
   One quarter - 1
   Other - 1

10. Instructional television in physical education was designed to train classroom teachers:

    Yes - 10
    No - 10
    In part - 3

11. Instructional television in physical education was designed to teach students:

    Yes - 21
    No - 1
    In part - 1

12. Manuals for classroom teachers receiving the telecasts were prepared:

    Yes - 12
    No - 10

13. Instructional television lessons were video taped:

    Yes - 8
    No - 12
    Some - 3

14. Instructional television lessons were "live" telecasts:

    Yes - 21
    No - 1
    Some - 1

15. Kinescopes were made of the telecasts in physical education:

    Yes - 3

No - 18
Some - 2

Are kinescopes available for viewing:

Yes - 2
No - 2

16. Students were used in the production of instructional television lessons:

As learners:	Yes - 9	No - 4
As demonstrators:	Yes - 19	No - 4

17. Instructional television lessons for physical education were planned by:

Studio teacher - 8
Classroom teachers - 4
All concerned - 4
Committee - 3
Director of physical education - 2
Supervisor and television staff - 2
Staff of the university - 2

18. Instructional television in physical education was evaluated:

Yes - 4
No - 7
Action evaluation by studio teacher and television director - 1
Informal - 1

19. Research data were gathered to determine the impact and values of instructional television in physical education:

Yes - 5
No - 17
Limited - 1

20. Research data were gathered to determine the "best" techniques and methods of production and utilization of instructional television in physical education:

Yes - 4
No - 18
Limited - 1

21. Results of research are available:

Yes - 4

University of Illinois
University of California, Los Angeles
Tuscon Public Schools
Minneapolis Public Schools

No - 19

22. List of activities included in instructional television programs in physical education:

Physical fitness - 8
Games - 7
Dance - 7
Stunts - 6
Basic skills - 4
Movement education - 2
Gymnastics - 2
Basketball - 2
Bowling - 2
Swimming - 2
Calisthentics - 2
Lead-up games - 1
Skiing - 1
Badminton - 1
Volleyball - 1
Wrestling - 1
Rope skipping - 1
New equipment - 1
Self-observation - 1

23. Have written materials been published on the instructional television programs:

Yes - 2
No - 20
Will be - 1

24. Do you plan to continue producing instructional television courses in physical education:

Yes - 17
No - 2
Perhaps - 4

25. Institutions using instructional television in Health Instruction:

Oregon State System of Higher Education
East Carolina College
Los Angeles City College
Hampton Roads Educational Television Association
University of Dayton

26. Institutions using instructional television in First Aid:

University of Indiana
San Diego Public Schools

Joint Committees

COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

The College Physical Education Association joined the American Association of Health, Physical Education, and Recreation and the National Collegiate Athletic Association in 1945 to form a permanent Joint Committee on Physical Education and Athletics. Each organization appoints three men to serve for terms of three years each.

The Committee met in Louisville, Kentucky, on October 25, 1961, and planned another Athletic Directors Working Conference. It was decided to have the conference just preceding the NCAA University Basketball championships.

There will be a Second National Conference on Athletic Administration in Colleges and Universities, March 22-23, 1962, at the Sheraton Hotel, Louisville, Kentucky. The main emphasis of the conference will be focused on the relation of athletics to physical education and to general education; the aims, objectives, and purpose of athletics; and the responsibility of the director to his staff, faculty, administration, and the general student body.

All members of the CPEA are cordially invited to participate in this working conference.

Respectfully submitted,

L. K. Butler
Chairman

COMMITTEE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

No general meeting of the Joint Committee on Physical Education for College Men and Women was held during the Atlantic City meeting of the AAHPER in 1960.

A recent report of the Chairman of the Joint Committee, Dr. Caroline Sinclair, contained the following unfinished business:

1. It appears that the Operating Code should be changed in order to provide adequately for the Chairmanship (rotating among the three associations) and membership (rotating for each association).
2. The report of the Committee to AAHPER Board. During the year 1959-60 this committee accomplished the following:

a. At a meeting of the Committee in March 1959, it was agreed that there should be a follow-up Washington Conference on Physical Education for College Men and Women.
b. Over 100 of the "How to Keep Your Requirement" packets have been requested and distributed.
c. The Committee has discussed (by mail) many problems, and, at a meeting on April 24, 1960, will consider specifically (a) scheduling a national conference; (b) publishing a booklet titled "The Case for Physical Education"; and (c) establishing area evaluation groups which could be requested by colleges and universities.

3. The report was received -- no action was requested.

Recommendations made to the AAHPER Board at Atlantic City 1961. The disposition of the recommendations by the Board was as follows:

1. A National Conference on Physical Education for College Men and Women be held during 1962-63. Approved in principle and referred to the 1962 Finance Committee when specific details have been determined.

a. No action taken to implement this conference, primarily because of the Professional Preparation Conference scheduled for January 1961.
b. A meeting scheduled of representatives of AAHPER, CPEA, NAPECW, and representative deans and officers in charge of instruction to discuss the physical education basic instruction program.

Time of meeting and selection of participants to be determined by the Executive Secretary of the AAHPER.

(1) This recommendation previously approved by AAHPER. No action necessary.

c. The "defense packet" should be continued and a booklet written to state the case for physical education. John Frederich has prepared the material. The Committee wanted the opportunity to review the material. No action necessary.

(1) The booklet is now in draft form and will be considered by the Joint Committee at its next meeting at Cincinnati in April, 1962.

d. Each state should schedule a meeting organized by state association presidents at request of the AAHPER. These meetings should work to improve existing programs, plan future action, set up state consulting service, and take all needed steps. Each state group should report results to the Joint Committee. Approved in principle. The Executive Secretary was instructed to request cooperation from State

Association presidents in carrying out the intent of this recommendation.

(1) Action delayed on implementing this recommendation.

It is recommended that the CPEA representatives be authorized to recommend to the Joint Committee at its meeting in Cincinnati in April 1962 to do the following things:

1. Change the Operating Code so that:

   a. each cooperating organization's representative may operate as an independent committee within its parent organization.
   b. adequate provision be made concerning the chairmanship (rotating among the associations) and membership (rotating for each association).

2. Implement the recommendation for a National Conference on Physical Education for College Men and Women as approved by the AAHPER Board.

3. Implement the meeting of representatives of AAHPER, CPEA, NAPECW, and representative officers in charge of instruction to discuss the basic physical education program as approved by the AAHPER Board.

4. Expedite the editing, publishing, and distribution of the pamphlet, "The Case for Physical Education," as a substitute for the present "defense packet."

5. Implement the state meetings to carry out the purpose approved in principle by the AAHPER Board.

Respectfully submitted,

Cecil W. Morgan, Chairman

Miscellaneous Reports

AMERICAN COUNCIL ON EDUCATION

44th Annual Meeting, Mayflower Hotel, Washington, October 5-6, 1961

Theme: Future Pattern of Higher Education and the Council's Role

Major Topics Used as Guides During Meeting

1. Continuity and Coordination
2. Physical Facilities
3. Quality of Teaching

4. Admissions, Selection, Retention of Students
5. Research
6. International - Relations and Responsibilities

Featured Papers Dealt with:

A. Lack of Unity in Higher Education

Logan Wilson, President of the Council, stressed the point "that an enlarged investment in American Higher Education as now structured will not assume the attainment of either our educational goals or our national goals." He believes that the contemporary pattern of organization of Higher Education in the United States is not well adjusted to present needs, much less to those of the future. He stated that the American university is very well described "as a conglomeration of entities connected only by a common plumbing system." He believes that the great need is for a viewpoint which is national in scope.

B. Apathy on the Part of Most of Us Regarding the Quality of American Education

Unwillingness to subject our interests as special groups to the welfare of the larger group.

C. Concern about:

1. Our disposition to avoid controversy.
2. The preoccupation of our youth with security.
3. Our disinclination to prepare to serve man.
4. Our preoccupation with gainful pursuit of money, position and status.
5. Our lack of progress in education for constructive use of the findings of science.
6. Our failure to personalize education.
7. The trend toward what might be termed "De-Valued" Education -- education which is not based upon a sound foundation of belief in theology-religion and/or morality -- "those values which give inner content and meaning to the traditional beliefs and symbols of Western culture that undergird American democracy and give substance and meaning to life."

Respectfully submitted,

Raymond A. Snyder

ALPHABETICAL ROLL OF MEMBERS - 1962

(Corrected to March 1, 1962)

* Attended 1961 Convention (1) Past President (2) Past Secretary-Treasurer

HONORARY MEMBERS

Alderson, Curtis J., Ed.D.	University of Texas, Austin (1950-1959)
Altman, George J., M.Ed.	202 Belmont, Los Gatos, Calif. (1936-55)
Bilheimer, C. E., M.Ed.	Gettysburg College, Gettysburg, Pa. (1930-54)
Brown, Hubert E., Ph.D.	16516 Camelia Terrace, Los Gatos, Calif. (1947-58)
Brownell, Clifford L., Ph.D.	25 Woodford Road, Avon, Conn. (1930-61)
Bullock, James, E., M.A.	Williams College, Williamstown, Mass. (1936-60)
Campbell, Walter, M.Ed.	University of Rochester, Rochester, N.Y. (1928-54)
Clapp, Raymond, C., M.D.	Route 1, Box 301, Fort Collins, Colo. (1906-45)
Evans, Harold M., B.P.E.	Dartmouth College, Hanover, Mass. (1941-60)
Fetzer, Robert A., M.A.	Morehead Building, Chapel Hill, N.C. (1925-52)
Gauthier, George E., B.S.	Ohio Wesleyan University, Delaware, Ohio (1925-55)
Hansen, Canute, D.D.S.	149-45 Northern Blvd., Flushing 54, N.Y. (1926-55)
Harmon, John M., Ed.D.	154 Nobscot Rd., R.F.D. #1, Sudbury, Mass. (1934-59)
House, Howard H., Ph.D.	Box 203, Asotin, Washington (1932-55)
(1) Keller, Louis F., Ph.D.	1340 Keston St., St. Paul 6, Minn. (1923-59)
Kiphuth, Robert J. H., B.S.	Yale University, New Haven, Conn. (1932-59)
Kirkpatrick, T. Bruce, M.A.	249 Washington Ave., Kingston, N.Y. (1932-48)
(1) Livingston, Walter J., B.S.	333 12th Ave., Indian Rocks Beach, Florida (1922-52)
Locke, Edwin A., M.D.	Wilton, N.H. (1937-46)
(1) Luehring, Fred W., Ph.D.	314 N. Chester Rd., Swarthmore, Pa. (1920-51)
(1) Marsh, Allison, W., M.Ed.	62 Hillcrest Pl., Amherst, Mass. (1922-58)

Masley, A. L., M.A.	University of Wisconsin. Madison, (1945-60)
(1) (2) Metcalf, Thomas N., M.A.	1208 San Miguel. Santa Barbara, Calif. (1920-56)
(1) Mitchell, Elmer D., Ph.D.	University of Michigan, Ann Arbor, (1931-58)
Nash, Jay B., Ph.D.	40 East 10th St., New York, N.Y. (1927-52)
(1) Nicholas, John H., M.D.	Oberlin College, Oberlin, Ohio (1918-55)
Olson, Carl, B.S.	515 Glasgow Road, Pittsburgh, Pa. (1933-59)
Patty, Willard W., Ph.D.	1 Artists Drive, Nashville, Indiana (1949-58)
(1) Prettyman, Albert I., B.P.E.	Hamilton College, Clinton, N.Y. (1920-49)
Raabe, Howard W., M.S.	1148 S.E. Powell Blvd, Portland, Ore. (1950-57)
Rider, George L., B.A.	Miami University, Oxford, Ohio (1921-60)
(1) (2) Scott, Harry A., Ph.D.	Box 4726, Carmel, Calif. (1923-59)
Sprankle, Dale R., M.A.	204 N. Ingham, Albion, Michigan (1957-59)
Stagg, Amos A., Sr., B.A.	127 W. Euclid Ave., Stockton, Calif. (1920-47)
*(1) Staley, Seward C., Ph.D.	University of Illinois, Urbana (1927-61)
Swain. Leslie E., M.A.	Tree Tops, Craigville, Mass. (1927-43)
Toomey, Irving F., B.S.	University of California, Davis (1936-57)
Wallace, Stanley M., B.S.	University of Maine, Orono (1932-59)
Whitaker, Berry M., B.A.	University of Texas, Austin (1949-59)
(1) Williams, Jesse R., M.D.	Box 656, Carmel, Calif. (1920-46)
Young, Ralph H., B.S.	635 Hillcrest Ave., East Lansing, Mich. (1924-54)

ACTIVE MEMBERS

-A-

Abraham, Joseph N., M.S.	Hobart College, Geneva, N. Y. (1955)
Adams, L. Carroll, Ed.D.	Columbia University, New York, N.Y. (1937)
Akioye, Isaac A., M.Ed.	ICA Teacher Training Project, Ibadan, Nigeria (1961)

	Alexander, Louis A., M.A.	University of Rochester, Rochester, N.Y. (1931)
	Allen, Ernest Marvin, Jr., Ed.D.	University of North Carolina, Chapel Hill, (1947)
*	Allen, Noah, M.S.	Pacific University, Forest Grove, Ore. (1962)
	Allen, Ross L., Dr. P.H.	State Teachers College, Cortland, N.Y. (1955)
*	Alley, Louis E., Ph.D.	State University of Iowa, Iowa City (1954)
	Alost, Robert A., M.S.	Northwestern State College, Natchitoches, Louisiana (1962)
	Anderson, Ernest W., M.Ed.	Augsburg College, Minneapolis, Minn. (1956)
	Anderson, Eugene W., M.S.	Olivet College, Olivet, Michigan (1961)
	Anderson, Floyd V., M.A.	Alabama College, Montevallo, Ala. (1961)
	Anderson, George F., Ed.D.	AAHPER, 1201 16th St., N.W., Washington, D. C. (1954)
	Anderson, Jackson M., Ph.D.	AAHPER, 1201 16th St., N.W., Washington, D. C. (1954)
	Andrew, George M., B.Sc.	McGill University, Montreal, Canada (1961)
	Andrews, Paul M., M.Ed.	Texas A & M College, College Station (1957)
	Antonacci, Robert J., Ed.D.	School City Service, 620 10th Place, Gary, Ind. (1949)
	Appleton, Lloyd O., M.A.	United States Military Academy, West Point, N.Y. (1947)
	Arbaugh, Gregg, M.A.	Adrian College, Adrian, Michigan (1961)
*	Arce, William B., Ed.D.	Claremont-Harvey Mudd Colleges, Claremont, Calif. (1958)
	Ashbrook, Willard P., Ph.D.	Ohio State University, Columbus, (1929)
	Asato, James K., M.S.	University of Hawaii, Honolulu, (1962)
*	Asprey, Gene M., Ph.D.	State University of Iowa, Iowa City, (1960)

-B-

	Bachman, John C., Ed.D.	Chico State College, Chico, Calif. (1958)
	Baker, Bill B., Ed.D.	Arkansas Tech, Russellville, (1962)
	Baley, James A., Ph.D.	University of Connecticut, Storrs, (1954)
	Ballenger, Frank, M.A.	Kent State University, Kent, Ohio (1949)

	Ballou, Ralph B., Jr., M.S.	University of Oregon, Eugene, (1962)
	Bank, Theodore P., M.A.	Athletic Institue, 805 Merchandise Mart, Chicago 54, Illinois (1949)
	Bankhead, William H., Jr., M.S.	Louisiana State University, Baton Rouge (1962)
	Baptista, Robert C., M.Ed.	Wheaton College, Wheaton, Illinois (1960)
	Barlow, Thomas E., B.A.	University of Texas, Austin (1953)
	Barr, Alfred R., M.A.	Southern Methodist University, Dallas, Texas (1948)
	Barr, J. Shober, M.A.	Franklin and Marshall College, Lancaster, Pa. (1954)
	Barrow, Harold M., Ed.D.	Wake Forest College, Winston-Salem, N.C. (1949)
	Barrow, Loyd M., Ed.D.	Southern Connecticut State College, New Haven (1957)
*	Bartelma, David C., Ed.D.	University of Colorado, Boulder (1948)
	Baughman, Willis J., Ph.D.	University of Alabama, University (1949)
	Bauer, Emory G., M.A.	Valparaiso University, Valparaiso, Ind. (1956)
	Baxter, Charles K., M.A.	Concord College, Athens, West Virginia (1962)
	Beatty, Harold J., M.A.	Fresno State College, Fresno, Calif. (1958)
	Beck, Eugene E., Ph.D.	Henderson State Teachers College, Arkadelphia, Ark. (1957)
	Beck, Robert J., B.S.	University of Illinois, Chicago 11 (1961)
	Begelman, Jack D., Ph.D.	Hunter College, Bronx, New York (1951)
	Begenau, Don, M.A.	Queens College, Flushing, N.Y. (1951)
	Belisle, James J., P.Ed.	Fort Hays Kansas State College, Hays, Kan. (1961)
	Bell, James, Ed.D.	Norfolk State College, Norfolk, Va. (1961)
*	Benich, Thomas R., M.A.	University of Denver, Denver 10, Colo. (1962)
	Bennett, Bruce L., Ph.D.	Ohio State University, Columbus (1948)
	Bennett, Norman, B.S.	Ferris Institute, Big Rapids, Mich. (1956)
	Benson, David W., M.S.	San Fernando Valley State College, Northridge, Calif. (1959)
	Benton, Carl W., Ed.D.	San Diego State College, San Diego, Calif. (1957)
	Bergeron, Phil C., Jr., M.S.	Nicholls State College, Thibodaux, La. (1962)

	Berrafato, Peter R., B.S.	University of Illinois, Navy Pier, Chicago (1948)
	Bibler, Ralph E., M.A.	Oberlin College, Oberlin, Ohio (1949)
	Bierhaus, Frederick W., Ed.D.	University of Colorado, Boulder, Colo. (1957)
	Billings, Ed S., M.S.	Wayland Baptist College, Plainview, Texas (1958)
	Bischoff, David Ph.D.	University of Massachusetts, Amherst (1958)
	Bishop, Roger M., P.Ed.	Kent State University, Kent, Ohio (1962)
	Blackburn, Robert R., M.A.	Gardner-Webb Jr. College, Boiling Springs, N.C. (1960)
	Blesh, T. Erwin, Ph.D.	Yale University, New Haven, Conn. (1951)
	Blyth, Carl S., Ph.D.	University of North Carolina, Chapel Hill (1958)
*	Bookwalter, Karl W., Ed.D.	Indiana University, Bloomington, (1938)
	Boring, Warren J., Ed.D.	Long Beach State College, Long Beach, Calif. (1953)
	Bos, Ronald R., M.A.	Kent State University, Kent, Ohio (1959)
	Bosco, James S., M.S.	University of Massachusetts, Amherst (1961)
	Bovard, Alan J., A.B.	Michigan College of Mining & Technology, Houghton (1956)
	Bowen, Robert T., Jr. Ph.D.	University of Georgia, Athens (1962)
	Bowers, Frank R., M.A.	University of Georgia, Athens (1962)
	Bowers, Richard T., Ed.D.	Shepherd College, Shepherdstown, W. Va. (1962)
*	Boycheff, Kooman, Ph.D.	University of California, Berkeley (1949)
	Boyd, Scott, P.Ed.	Arkansas A & M College, College Heights (1962)
	Brace, David K., Ph.D.	University of Texas, Austin (1924)
	Bradley, William B., P.Ed.	Southern University, Baton Rouge, La. (1962)
	Brady, George F., Ph.D.	University of Tennessee, Knoxville (1955)
	Brigham, Robert J., M.S.	Indiana University, Bloomington, (1962)
	Brightwell, D. Shelby, M.S.	University of Kansas City, Kansas City, Mo. (1959)
	Brinley, Eldon D., Ed.D.	Texas College of Arts and Industries, Kingsville (1943)
*	Brissman, Leroy C., M.Ed.	Augustana College, Rock Island, Ill. (1950)

*	Brown, Howard S., Ph.D.	Southern Methodist University, Dallas, Texas (1949)
*	Browning, Wallace E., Ed.D.	Kansas State Teachers College, Emporia, Kan. (1958)
	Bruce, Ben F., M.S.	Indiana University, Bloomington (1953)
	Brumbach, Wayne B., Ph.D.	University of Oregon, Eugene (1953)
	Bryant, Fred O., Ed.D.	Arizona State University, Tempe (1961)
	Bucher, Charles A., Ed.D.	New York University, New York (1953)
	Bugge, Elwyn, B.A.	Stanford University, Stanford, Calif. (1957)
*	Bundgaard, Axel C., Ph.D.	South Dakota State College, Brooking (1961)
*	Bunker, Herbert, Ed.D.	University of Missouri, Columbia (1962)
	Burke, Roger K., Ph.D.	Occidental College, Los Angeles, Calif. (1958)
	Burrus, Harry C., Jr., Ed.D.	Washington University, St. Louis, Mo. (1948)
	Butler, Lysle K., Ph.D.	Oberlin College, Oberlin, Ohio (1930)
	Butona, Henry A., M.A.	American International College, Springfield, Mass. (1948)

-C-

	Caldwell, Stratton F., M.S.	University of California, Los Angeles, Calif. (1960)
	Cameron, Peter J., M.S.	132 105th St., Saskatoon, Saskatchewan, Canada (1960)
	Campbell, Robert L., Ph.D.	Winona State College, Winona, Minn. (1961)
	Campbell, William R., Dip.	St. Lukes College, Exeter, England (1959)
	Capen, Edward K., Ph.D.	University of Tennessee, Knoxville (1956)
	Casady, Donald R., Ph.D.	State University of Iowa, Iowa City (1961)
	Cearley, Jess E., Ph.D.	North Texas State University, Denton (1962)
	Chaffee, Clarence C., M.A.	Williams College, Williamstown, Mass. (1938)
*	Cherry, H. Spurgeon, M.A.	University of Florida, Gainesville (1951)
	Chrouser, Harvey C., M.A.	Wheaton College, Wheaton, Illinois (1953)
	Christensen, Charles, Ed.M.	University of Vermont, Burlington (1961)

	Christenson, Irvin A., M.Ed.	Concordia College, Moorhead, Minn. (1948)
	Clark, James R., Ph.D.	State College of Iowa, Cedar Falls (1957)
	Clarke, David H., Ph.D.	University of California, Berkeley (1961)
	Clarke, H. Harrison, Ed.D.	University of Oregon, Eugene (1931)
	Clausen, Marion R., M.S.	University of Arizona, Tucson (1962)
	Cochrane, Cornelius R., Jr. M.A.	Johns Hopkins University, Baltimore, Md. (1954)
	Coder, Alden C., Ed.D.	Montclair State Teachers College, Montclair, N.J. (1958)
*	Cogan, Max, Ed.D.	Jersey City State College, Jersey City, N.J. (1961)
	Coleman, Cecil N., M.A.	Fresno State College, Fresno, Calif. (1961)
	Conger, Ray M., M.A.	Pennsylvania State University, University Park, Pa. (1956)
	Conroy, John J., Ed.D.	Princeton University, Princeton, N.J. (1949)
	Cooper, George F., Jr., M.A.	Emory University, Emory, Ga. (1950)
	Cooper, John M., Ed.D.	University of Southern California, Los Angeles, Calif. (1954)
	Cooper, Samuel M., Ph.D.	Bowling Green State University, Bowling Green, Ohio (1953)
	Coopwood, William K., M.Ed.	University of Arizona, Tucson (1962)
	Copeland, Leland C., M.A.	Nebraska State Teachers College, Kearney (1962)
	Corbin, H. Dan, Ph.D.	State Teachers College, Lock Haven, Pa. (1948)
*	Cordts, Harold J., Ed.D.	State Teachers College, Frostburg, Md. (1958)
(1)	Cornwell, Oliver K., Ed.D.	University of North Carolina, Chapel Hill (1931)
	Costa, Felix T., M.A.	Los Angeles State College, Los Angeles, Calif. (1960)
	Costello, John J.	Springfield College, Springfield, Mass. (1961)
	Costello, Richard A., M.A.	Gorham State Teachers College, Gorham, Maine (1956)
	Cottrell, Edwin B., Ed.D.	West Chester State College, West Chester, Pa. (1961)
*	Cousins, George F., D.P.E.	Indiana University, Bloomington (1955)
	Cowell, Charles C., Ph.D.	Purdue University, Lafayette, Ind. (1947)
*	Cratty, Bryant J., M.S.	University of California, Los Angeles (1958)

	Creswell, William H., Jr., Ed.D.	AAHPER, 1201 16th St., N.W., Washington 6, D.C. (1958)
	Crocker, Edward A., B.S.	Massachusetts Institute of Technology, Cambridge (1960)
	Crowe, Walter C., Ed.D.	Long Beach State College, Long Beach, Calif. (1958)
	Cureton, Thomas K., Ph.D.	University of Illinois, Urbana (1929)
*	Cutler, Russell K., Ph.D.	University of Washington, Seattle (1955)
	Cutter, A. Ross, Jr., M.A.	Whitworth College, Spokane, Wash. (1962)
	Cyphers, Vincent A., M.A.	Colorado State College, Greeley (1957)

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*	Dales, George G., M.A.	Western Michigan College, Kalamazoo (1957)
	Damron, Clarence F., P.E.D.	University of Wisconsin, Madison (1955)
(1)	Daniels, Arthur S., Ed.D.	Indiana University, Bloomington (1941)
	Daniels, Norman J., M.A.	Wesleyan University, Middletown, Conn. (1958)
	Dauer, Victor P., Ph.D.	Washington State University, Pullman (1958)
	Daugherty, John B., Ph.D.	Indiana University, Bloomington (1953)
	Davies, Joseph E., B.S.	Colorado School of Mines, Golden (1959)
(1)	Davis, Elwood C., Ph.D.	University of Southern California, Los Angeles, Calif. (1941)
	Davis, O. Jennings, Jr., Ed.D.	David Lipscomb College, Nashville, Tenn. (1955)
	Davis, William D., M.A.	Queens College, Flushing, N.Y. (1957)
	Dearborn, Terry H., Ed.D.	University of California, Santa Barbara, Goleta (1958)
	Decker, B. Edson, M.A.	Columbia University, New York, N.Y. (1962)
*	DeFoor, Ira T., M.A.	North Texas State University, Denton (1962)
	Dellastatious, Joseph W., M.S.	The Citadel College, Charleston, S.C. (1956)
*	DeLotto, Marcel J., Ph.D.	Long Beach State College, Long Beach, Calif. (1958)
	DeNike, Howard R., M.A.	East Stroudsburg State College, East Stroudsburg, Pa. (1962)
	Derr, Paul H., M.A.	North Carolina State College, Raleigh (1946)
*	deVries, Herbert A., Ph.D.	Long Beach State College, Long Beach, Calif. (1962)

	Dickey, Garland M., Ed.D.	Berry College, Mt. Berry, Georgia (1962)
*	Dickinson, Russell E., M.A.	Iowa State University, Ames (1962)
	Dickson, Joseph F., Ph.D.	Eastern New Mexico University, Portales, N.M. (1956)
	Dioguardi, William P., M.S.	Montclair State College, Upper Montclair, N.J. (1958)
	Dodge, Ralph T., B.S.	Evangel College, Springfield, Mo. (1962)
	Dodson, N. Taylor, D.P.E.	Wake Forest College, Winston-Salem, N.C. (1958)
	Dolat, Bernard W., Ed.D.	Westbury Public Schools, Westbury, N.Y. (1958)
	Donnelly, Richard J., Ph.D.	University of Minnesota, Minneapolis (1953)
*	Dornbos, Sanford J., M.A.	University of Michigan, Ann Arbor (1961)
	Doscher, Nathan, Ph.D.	Brooklyn College, Brooklyn, N.Y. (1956)
	Douthitt, John E., M.A.	Hendrix College, Conway, Ark. (1962)
	Dowell, Linus J., Ed.D.	Arkansas State College, State College (1962)
	Dunbar, Henry F., Jr., Ph.D.	Amherst College, Amherst, Mass. (1949)
	Duncan, Raymond O., Ed.D.	University of West Virginia, Morgantown (1953)
	Dyck, Paul B., M.A.	Virginia Polytechnic Institute, Blacksburg (1946)

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	Eberhardt, W. C., M.A.	St. Louis University, St. Louis, Mo. (1956)
	Edwards, Donald K., P.Ed.	University of California, Riverside (1962)
	Egstrom, Glen H., M.S.	University of California, Los Angeles (1958)
	Eick, William F., Ed.D.	Oklahoma University, Norman, (1960)
*	Elbel, Edwin R., Ph.D.	University of Kansas, Lawrence (1956)
	Elkow, J. Duke, Ph.D.	1170 Ocean Avenue, Brooklyn, N.Y. (1956)
	Emery, Curtis R., M.S.	University of Arkansas, Fayetteville (1962)
	Emmerich, James C., B.S.	South Dakota State College, Brookings (1957)
	Epskamp, Robert, M.A.	Western Michigan University, Kalamazoo (1961)
	Erdmann, Charles P., M.A.	DePauw University, Greencastle, Ind. (1949)

	Erickson, Carl E., Ed.D.	Kent State University, Kent, Ohio (1954)
	Ersing, Walter F., M.A.	Ohio State University, Columbus (1956)
	Ertell, Newman H., M.A.	Wayne State University, Detroit, Mich. (1955)
	Esslinger, Arthur A., Ph.D.	University of Oregon, Eugene (1947)
*	Evans, Thomas, M.S.	Kansas State College, Manhattan (1951)
	Evaul, Thomas W., M.Ed.	American University, Washington 16, D.C. (1961)
*	Eyler, Marvin H., Ph.D.	University of Maryland, College Park (1956)

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	Fait, Hollis, Ph.D.	University of Connecticut, Storrs (1953)
*	Fallon, Thomas W., Ed.D.	Notre Dame University, South Bend, Ind. (1948)
	Faria, Irvin E., M.A.	Sacramento State College, Sacramento, Calif. (1959)
	Faulkner, John A., M.S.	University of Michigan, Ann Arbor (1957)
	Feigl, Frank L., M.A.	The Citadel, Charleston, S. C. (1962)
	Feld, Allen A., Prof. Dip.	Queens College, Flushing, N. Y. (1954)
	Fenstemacher, William R., M.A.	George Williams College, Chicago, Ill. (1949)
	Fessenden, Douglas A., Ed.D.	San Francisco State College, San Francisco, Calif. (1958)
	Festa, Angelo, M.S.	Eastern Illinois University, Charleston, Ill. (1962)
*	Field, David A., Ed.D.	University of Bridgeport, Bridgeport, Conn. (1951)
	Finch, Ronald W., M.A.	Central Michigan College, Mt. Pleasant, Mich. (1947)
*	Fischer, Julius A., Jr., M.A.	Kent State University, Kent, Ohio (1951)
	Flanagan, Lance, Ed.D.	University of California, Berkeley (1956)
	Florio, Aurelio E., Ed.D.	University of Illinois, Urbana (1948)
*	Flory, Clarence M., Ed.D.	Tarleton State College, Stephenville, Texas (1958)
	Flowers, Hubert A., M.A.	State Teachers College, Florence, Ala. (1948)
	Fogg, Sherman P., M.Ed.	Pennsylvania State University, University Park (1953)
	Foglia, Guido F., M.A.	Queens College, Flushing, N. Y. (1954)

	Fordham, Sheldon L., B.S.	University of Illinois, Navy Pier, Chicago (1948)
	Fort, Robert C., M.A.	University of Dayton, Dayton, Ohio (1960)
*	Fourier, Arthur E., Ph.D.	Auburn University, Auburn, Ala. (1951)
	Fox, John D., M.S.	Potomac State College, Keyser, W. Va. (1956)
	Fox, John W., Ed.D.	Northeastern University, Boston, Mass. (1962)
	Fraleigh, Warren P., Ph.D.	San Jose State College, San Jose, Calif. (1955)
*	Fraley, Lester M., Ph.D.	University of Maryland, College Park, Md. (1950)
	Franz, Edward P., B.S.	Washington University, St. Louis, Mo. (1962)
	Fredricks, John W., Ed.D.	University of Southern California, Los Angeles, Calif. (1934)
	Freidrich, John A., Ph.D.	Michigan State University, East Lansing (1956)
*	Frost, Reuben B., Ph.D.	Springfield College, Springfield, Mass. (1957)
	Furman, David C., Ed.D.	University of Puerto Rico. Rio Piedras, P.R. (1948)
	Fusco, Ronald A., M.S.	Hunter College, Bronx, New York (1962)

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	Gadra, Daniel H., Ed.D.	The Defiance College, Defiance, Ohio (1960)
	Galasso, Pasquale J., M.A.	Queens University Gymnasium, Kingston, Ontario, Can. (1962)
	Gallagher, Herbert W., B.S.	Northeastern University, Boston, Mass. (1953)
*	Galligan, Glen E., Ed.D.	Washington State College, Pullman (1947)
	Gallon, Arthur J., Ed.D.	University of California, Santa Barbara, Goleta (1956)
*	Ganslen, Richard V., Ph.D.	University of Arkansas, Fayetteville (1958)
	Gardner, Gerald W., M.S.	University of California, Los Angeles (1958)
	Gardner, Robert N., M.Ed.	Lincoln University, Lincoln, Pa. (1948)
*	Gary, Mitchell J., M.A.	Western Michigan College, Kalamazoo (1946)
	Gedvilas, L. Leonard, M.S.	University of Illinois, Navy Pier, Chicago (1948)
	Geier, Jacob G., M.S.	University of Nebraska, Lincoln (1953)
	Geiser, Daniel S., Ed.D.	Bridgewater College, Bridgewater, Va. (1959)

	Genasci, James E., M.S.	Colorado State College, Greeley (1959)
*	Gerdes, Glen R., D.P.E.	Central Missouri State College, Warrensburg (1962)
	Gillis, Robert J., M.A.	Adrian College, Adrian, Michigan (1959)
*	Gingerrich, Roman L., M.A.	Goshen College, Goshen, Indiana (1950)
	Ginn, Ralph A., M.A.	South Dakota State College, Brookings (1957)
	Glascott, John A., M.S.	University of Pennsylvania, Philadelphia (1953)
	Glass, Walter R., M.A.	George Pepperdine College, Los Angeles, Calif. (1960)
	Gobin, Robert J., M.Ed.	4729 Darley Court, Hilliard, Ohio (1962)
	Good, Harry C., M.S.	University of Nebraska, Lincoln (1956)
	Gordin, Richard D., M.A.	Ohio Wesleyan University, Delaware (1954)
	Gordon, James A., M.A.	Miami University, Oxford, Ohio (1951)
	Gorman, Russell D., M.S.	University of Omaha, Omaha, Neb. (1962)
	Governali, Paul, Ed.D.	San Diego State College, San Diego, Calif. (1955)
	Grambeau, Rodney J., Ed.D.	University of Michigan, Ann Arbor (1953)
	Granger, Rocheleau Z., M.S.	Clark University, Worcester, Mass. (1956)
	Green, Elton E., M.S.	Kansas State University, Manhattan (1962)
	Gregg, Walter H., M.A.	Northwestern University, Evanston, Ill. (1949)
	Gregory, James R., M.S.	Northwest Missouri State College, Maryville (1962)
	Grice, John W., M.A.	Oberlin College, Oberlin, Ohio (1955)
	Griffiths, M. G., M.A.	University of Toronto, Toronto, Can. (1953)
	Gross, Elmer A., Ed.D.	Pennsylvania State University, University Park (1950)
	Grover George H., Ed.D.	State Education Department, Albany, N.Y. (1954)
	Groves, William H., Ph.D.	Eastern Illinois University, Charleston (1953)
	Gustafson, William F., Ph.D.	San Jose State College, San Jose, Calif. (1962)
	Gustuson, Donald I., Ed.D.	University of Hawaii, Honolulu (1949)

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*	Haas, Roland R., M.S.	Concordia Senior College, Fort Wayne, Ind. (1962)
	Haase, David L., M.A.	Hartwick College, Oneonta, N.Y. (1958)
	Hackensmith, Charles W., Ph.D.	University of Kentucky, Lexington (1938)
*	Hall, Stanley H., P.Ed.	Earlham College, Richmond, Ind. (1961)
	Handy, Donald T., Ed.D.	University of California, Los Angeles (1958)
	Haniford, George W., Jr., M.P.E.	Purdue University, Lafayette, Ind. (1955)
	Hansell, George A., Ph.D.	Pennsylvania Military College, Chester (1956)
	Hanson, Donald D., M.A.	South Dakota State College Brookings (1962)
	Hanson, Ray, M.Ed.	Western Illinois University, Macomb (1958)
	Hanson, Walter V., M.A.	San Francisco College, San Francisco, Calif. (1958)
	Harder, Theodore, Ed.D.	University of California, Santa Barbar, Goleta (1949)
	Harkness, William W., M.A.	San Francisco State College, San Francisco, Calif. (1949)
	Harris, William H., Ed.D.	University of Arizona, Tucson (1962)
*	Harrison, Aix B., Ph.D.	Oklahoma State University, Stillwater (1953)
	Hart, Charles J., Ed.D.	Brigham Young University, Provo, Utah (1942)
	Hartman, Paul E., M.A.	Ohio State University, Columbus (1960)
	Hartvigsen, Milton, F., Ed.D.	Brigham Young University, Provo, Utah (1957)
	Harvey, Robert R., M.A.	DePauw University, Greencastle, Ind. (1954)
*	Haslinger, Lee W., M.Ed.	University of Rhode Island, Kingston (1960)
	Hausser, Paul C., M.A.	Newark College of Engineering, Newark, N.J. (1956)
*	Havel, Richard C., Ed.D.	Wayne State University, Detroit, Mich. (1951)
	Hayes, Donald, B.P.E.	Ontario Agricultural College, Guelph, Ontario, Can. (1961)
	Heffernan, John M., M.Ed.	Brown University, Providence, R.I. (1953)
	Heidloff, Raymond C., M.P.E.	University of Virginia, Charlottesville (1934)
	Hein, Fred V., Ph.D.	American Medical Association, Chicago, Ill. (1949)

	Heldman, John, Jr., D.P.E.	University of Lousville, Louisville, Ky. (1948)
	Helms, William G., M.S.	University of Michigan, Ann Arbor (1958)
	Hendricks, Troy, Ed.D.	University of Arkansas, Fayetteville (1949)
*	Henry, Donald W., M.A.	University of Kansas, Lawrence (1954)
*	Herman, George W., M.A.	Northeast Missouri State Teachers College, Kirksville (1960)
	Hermance, Gilbert L., M.A.	Rice University, Houston, Texas (1931)
*	Herrold, Zadi C., P.Ed.	Morehead State College, Morehead, Ky. (1956)
	Herrscher, Barton R., M.Ed.	University of California, Berkeley (1958)
	Hess, Lewis A., Ed.D.	Ohio State University, Columbus (1950)
	Hester, Ralph G., Ed.D.	Austin College, Sherman, Texas (1956)
	Heusner, William W., Jr., Ph.D.	University of Minnesota, Minneapolis (1955)
	Hewitt, Jack E., Ed.D.	University of California, Riverside (1953)
	Higginbotham, Ed., M.A.	University of Nebraska, Lincoln (1953)
*	Hill, Eugene L., Ed.D.	Illinois State Normal University, Normal, Ill. (1950)
*	Hixson, Chalmer G., Ed.D.	Ohio State University, Columbus (1952)
	Hodapp, John B., P.E.D.	Eastern Illinois University, Charleston, Ill. (1959)
*	Hoff, Robert D., Ph.D.	1900 Blake Blvd., S.E., Cedar Rapids, Iowa (1962)
	Hollingsworth, Cecil, Ed.D.	University of California, Los Angeles (1948)
	Hollingsworth, Delbert L., M.S.	University of Tennessee, Knoxville (1962)
	Hollingsworth, Lloyd E., Ed.D.	Gustavus Adolphus College, St. Peter, Minn. (1959)
*(1)	Holter, Frederic, J., Ph.D.	University of West Virginia, Morgantown (1932)
	Hoover, William R., M.A.	Kent State University, Kent, Ohio (1947)
	Hopson, Raymond W., Ph.D.	Savannah State College, Savannah, Ga. (1952)
	Hovland, Alvin J., M.S.	University of Wisconsin, Madison (1960)
(2)	Howard, Glenn W., Ph.D.	Queens College, Flushing, N. Y. (1931)
*	Hoy, Joseph T., M.A.	Western Michigan University, Kalamazoo (1958)

Hubbard, Alfred W., Ph.D. University of Illinois, Urbana (1953)

Humphrey, James H., Ed.D. University of Maryland, College Park, (1952)

Hunsaker, H. B., M.S. Utah State College, Logan (1949)

Hunsicker, Paul A., Ph.D. University of Michigan, Ann Arbor (1953)

* Husman, Burris F., Ed.D. University of Maryland, College Park (1947)

-I-

Ilowit, Roy, Ed.D. C. W. Post College, Brookville, L.I., N.Y. (1956)

* Insleay, A. Douglas, B.P.E. Sir George Williams University, Montreal, Can. (1959)

Irace, Sebastian C., Ed.D. Hunter College, Bronx, New York (1955)

Isaac, Elkin R., M.A. Albion College, Albion, Michigan (1959)

-J-

Jack, Harold K., Ph.D. Temple University, Philadelphia, Pa. (1958)

* Jackson, Chester O., Ed.D. University of Illinois, Champaign (1948)

* Jackson, Edward L., Ed.D. Tuskegee Institute, Tuskegee, Ala. (1957)

*(2) Jamerson, Richard E., Ed.D. University of North Carolina, Chapel Hill (1935)

Jennett, Clair W., Ph.D. Ball State Teachers College, Muncie, Ind. (1960)

Johnson, Elmer L., Ed.D. Whittier College, Whittier, Calif. (1953)

* Johnson, Ralph H., Ed.D. University of Alabama, University (1948)

Johnson, William, Ed.D. Los Angeles State College, Los Angeles, Calif. (1962)

Jokl, Ernst, M.D. University of Kentucky, Lexington (1956)

Jones, Frank B., Ed.D. Sacramento State College, Sacramento, Calif. (1957)

Jones, Jack A., M.A. Livingston State College, Livingston, Ala. (1962)

Jones, John O., M.S. University of Illinois, Champaign (1947)

(1) Jones, Lloyd M., Ph.D. University of Bridgeport, Bridgeport, Conn. (1931)

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Karsner, Milo G., Ph.D. University of Kentucky, Lexington (1956)

*	Kasch, Fred W., Ed.D.	San Diego State College, San Diego, Calif. (1951)
	Keefe, Robert J., Ed.D.	Bowling Green State University. Bowling Green, O. (1952)
*	Keen, Paul V., M.S.	University of Oklahoma, Norman (1950)
*	Keller, J. Oliver, M.A.	University of Missouri, Columbia (1949)
	Kennedy, F. William, Ed.D.	University of Manitoba, Winnepeg, Can. (1951)
	Kenney, Harold E., Ed.D.	University of Illinois, Urbana (1950)
	Keogh, Jack F., Ed.D.	University of California, Los Angeles (1957)
*	Kerr, William R., M.Ed.	Kansas State Teachers College, Emporia (1958)
	Kevin, James J., M.A.	Oklahoma State University, Stillwater (1941)
*	Kireilis, Ramon W., D.P.E.	Texas Tech, Lubbock, Texas (1953)
*(1)	Kistler, Joy W., Ph.D.	Louisiana State University, Baton Rouge (1945)
	Klaas, Richard L., M.S.	University of Nebraska, Lincoln (1962)
	Klima, Richard A., M.S.	Pennsylvania State University, University Park (1958)
	Knapp, Clyde G., Ph.D.	University of Illinois, Urbana (1953)
	Knight, Harold, M.S.	Louisiana College, Pineville (1962)
	Knowlton, Ronald G., Ph.D.	Southern Illinois University, Carbondale (1962)
	Knox, Walter S., Ph.D.	University of Pacific, Stockton, Calif. (1959)
*	Kobes, Frank J., Jr., M.A.	United States Military Academy, West Point, N.Y. (1958)
*	Koenig, Walter C., M.S.	University of North Dakota, Grand Forks (1962)
	Korsgaard, Robert, Ed.D.	Ball State Teachers College, Muncie, Ind. (1953)
	Koski, W. Arthur, Ed.D.	Oregon State University, Corvallis (1953)
*	Kovacic, Charles R., Ed.D.	University of California, Davis (1948)
	Koval, Mike, M.A.	Hiram College, Hiram, Ohio (1956)
	Kozar, Andrew J., M.A.	University of Michigan, Ann Arbor (1960)
	Krakower, Hyman, Ph.D.	City College of New York, New York, N.Y. (1932)
	Kreidler, Robert D., M.A.	University of Chicago, Chicago, Ill. (1958)

	Kristufek, Charles J., M.S.	University of Illinois, Navy Pier, Chicago (1951)
*	Kroll, Walter, P.Ed.	Fort Hays Kansas State College, Hays, Kan. (1959)
	Krupa, Joseph H., Ed.D.	George Washington University, Washington, D.C. (1955)
	Kulbitski, John A., M.Ed.	University of Minnesota, Minneapolis (1961)
	Kumpf, Henry W., M.A.	Rensselear Polytechnic Institute, Troy, N.Y. (1958)

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	LaGrand, Louis E., M.A.	70 Morningside Dr., Apt. 24, New York 27, N.Y. (1959)
	Lakie, William L., Ed.D.	University of California, Davis (1961)
	Landis, Paul E., M.A.	Ohio High School Athletic Association, Columbus (1942)
	Landiss, Carl W., Ed.D.	Texas A & M College, College Station (1948)
	Landry, Fernand, M.S.	University of Ottawa, Ottawa 2, Can. (1962)
	Langdon, Donald E., M.P.E.	University of Nebraska, Lincoln (1960)
	Langston, Dewey F., D.P.E.	Eastern New Mexico University, Portales, N.M. (1956)
	Langton, Clair V. N., Ed.D.	Oregon State College, Corvallis (1939)
	Lantagne, Joseph E., Ed.D.	University of California, Santa Barbara, Goleta (1957)
	Larson, Leonard A., Ph.D.	University of Wisconsin, Madison (1943)
	Lasch, Henry A., Ph.D.	1706 Botelho Drive, Walnut Creek, Calif. (1949)
	Lavik, Rudolph H., M.A.	Arizona State University, Tempe (1951)
	Lawnick, Norman S.	University of Missouri, Columbia (1962)
	Lawrence, Karl J., M.A.	Colgate University, Hamilton, N.Y. (1953)
*	Lawther, John D., M.A.	Pennsylvania State University, University Park (1951)
	Leach, Glenn C., M.A.	Rider College, Trenton, N.J. (1959)
*	LeBar, John A., M.S.	Rice University, Houston, Texas (1961)
*	Lehsten, Nelson, P.Ed.	University School, University of Michigan, Ann Arbor (1960)
	Leibee, Howard C., M.S.	University of Michigan, Ann Arbor (1949)
	Leibrock, Philip J., M.S.	University of Bridgeport, Bridgeport, Conn. (1062)

	Leighton, Arthur H., B.A.	University of Toledo, Toledo, Ohio (1961)
	Leis, Hans, Ph.D.	Louisiana State University at Alexandria, Alexandria, La. (1962)
	Lewis, Ronald R., M.A.	University of Minnesota, Minneapolis (1962)
	Lightfoot, Frank K., M.A.	Alabama College, Montevallo, Ala. (1961)
	Lindeburg, Franklin A., Ed.D.	University of California, Riverside (1957)
	Livingston, Robert C., Ed.D.	Oregon College of Education, Monmouth (1957)
	Loebs, Gilbert F., M.A.	Colby College, Waterville, Maine (1934)
	Logan, Gene A., Ph.D.	University of Southern California, Los Angeles (1958)
	Long, James W., Ph.D.	University of Toledo, Toledo, Ohio (1947)
	Lord, Norman F., M.S.	Washington and Lee University, Lexington, Va. (1949)
	Loveless, James C., D.P.E.	DePauw University, Greencastle, Ind. (1951)
	Luce, Richard H., D.P.E.	East Stroudsburg State College, East Stroudsburg, Pa. (1962)
	Ludwig, Laurence T., M.Ed.	University of Virginia, Charlottesville (1929)
	Lumley, Albert E., M.A.	Amherst College, Amherst, Mass. (1947)
	Lux, Lloyd H., Ed.D.	Bates College, Lewiston, Maine (1947)

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	McAdam, Robert E., Ph.D.	Northern Illinois University, DeKalb (1956)
*	McBride, Frank A., M.S.	Wayne State University, Detroit, Mich. (1962)
	McCall, Robert A., Ph.D.	Ball State Teachers College, Muncie, Ind. (1953)
	McClellan, Lincoln H., M.S.	Utah State University, Logan (1962)
	McCraw, Lynn W., Ed.D.	University of Texas, Auston (1953)
*	McCristal, King J., Ed.D.	Michigan State University, East Lansing (1948)
*	McCullough, E. Don, Ph.D.	c/o Irwin M. Wilson, 440 Rhodes Ave., Apt. B., Columbus, Ohio (1956)
	McCurdy, Hugh G., M.A.	Wesleyan University, Middleton, Conn. (1925)
	McCutcheson, John E., B.A.	University of Toronto, Toronto, Can. (1949)
(1)	McDonough, Thomas E., M.A.	Emory University, Emory University, Ga. (1937)

	McGlothlin, William C., B.S.	Joint Secretariat, Office of JCS, Pentagon, Washington, D. C. (1955)
	McLane, Lovick P.	Louisiana Polytechnic Institute, Ruston (1962)
	McLeod, W. J.	Royal Military College of Canada, Kingston, Ontario (1962)
	McMurray, J. Gordon, Ph.D.	University of Mississippi, University (1947)
	McNeely, Simon A., M.S.	U.S. Office of Education, Washington 25, D.C. (1961)
	McPherson, Walter J., M.A.	San Jose State College, San Jose, Calif. (1962)
*	Mackenzie, Marlin M., Ed.D.	Teachers College, Columbia University, New York 27, N. Y. (1951)
	Mackey, Richard T., Ed.D.	Miami University, Oxford, Ohio (1949)
	Macloltz, James D., M.A.	Anderson College, Anderson, Ind. (1956)
	Madden, John E., Ed.D.	Brooklyn College, Brooklyn, N.Y. (1948)
*	Malan, Edward W., Ed.D.	Pomona College, Claremont, Calif. (1958)
	Mangual, Rafael A., M.S.	College of Agriculture and Mechanical Arts, Mayaguez, P.R. (1951)
	Mansfield, Arthur W., M.A.	University of Wisconsin, Madison (1953)
	Marshall, Stanely J., M.A.	South Dakota State College, Brookings (1961)
	Marti, Leonard R., M.Ed.	University of North Dakota, Grand Forks (1947)
*	Martin, Glen A., M.A.	Southern Illinois University, Carbondale (1955)
*	Martin, J. Frederick, M.A.	Wesleyan University, Middletown, Conn. (1924)
	Martinez, Raymond H., Ph.D.	East Carolina College, Greenville, N.C. (1960)
*	Masley, John W., Ed.D.	Eastern Illinois University, Charleston (1947)
	Mason, James G., Ed.D.	Ohio University, Athens (1948)
	Massey, Benjamin H., Ph.D.	University of Maryland, College Park (1950)
	Mastropaolo, Joseph, Ph.D.	Western State College, Gunnison, Colo. (1954)
*	Matthews, David O., Ed.D.	Bowling Green State University, Bowling Green, Ohio (1949)
	Maurer, Howard E., Ph.D.	Wittenberg University, Springfield, Ohio (1956)
	Mazzone, Joseph S., M.A.	Sandy Springs High School, Sandy Springs, Ga. (1961)
	Mendelsohn, Ellis J., M.A.	University of Louisville, Louisville, Ky. (1956)

	Merrick, Roswell D., Ed.D.	AAHPER, 1201 16th St., N.W., Washington, D. C. (1953)
	Merriman, John B., Ph.D.	Nebraska State Teachers College, Wayne (1962)
*	Messersmith, Lloyd L., Ed.D.	Southern Methodist University, Dallas, Texas (1932)
	Meyer, Carlos B., M.Ed.	Emory at Oxford, Oxford, Georgia (1959)
	Meyers, Carlton R., Ed.D.	University of Buffalo, Buffalo, N.Y. (1948)
	Michael, Ernest D., Ph.D.	University of California, Santa Barbara, Goleta (1957)
*	Mikols, Walter J., M.S.	University of Kansas, Lawrence (1962)
	Miller, Ben W., Ph.D.	University of California, Los Angeles (1943)
	Miller, Charles E., M.A.	University of Nebraska, Lincoln (1949)
	Miller, Henry G., M.A.	University of Southern California, Los Angeles (1954)
	Miller, Kenneth D., Ph.D.	Florida State University, Tallahasee (1949)
	Minnegan, Donald I., Ed.D.	Towson State College, Towson, Md. (1950)
	Misar, Frank J., M.A.	Stevens Institute of Technology, Hoboken, N.J. (1948)
	Mitchell, William F., B.S.	Ontario Agricultural College, Guelph, Ontario, Can. (1959)
	Moffett, Donovan C., Ph.D.	Cortland State Teachers College, Cortland, N.Y. (1930)
	Moll, Conrad S., M.S.	New Mexico State University, University Park (1958)
	Montebello, Robert A., Ed.D.	Bemidji State College, Bemidji, Minn. (1958)
	Montgomery, Jack, Ed.D.	Long Beach State College, Long Beach, Calif. (1957)
*	Moore, Asbury C., Ph.D.	University of Illinois, Urbana (1961)
*	Moore, George C., Ph.D.	University of Arkansas, Fayetteville (1954)
	Moore, Kenneth M., M.S.	University of California, Los Angeles (1958)
	Moore, Roy B., Ph.D.	Mankato State Teachers College, Mankato, Minn. (1956)
	Moore, Victor M., M.A.	Kent State University, Kent, Ohio (1949)
*	Morgan, Cecil W., Ph.D.	Ithaca College, Ithaca, New York (1940)
	Morland, Richard B., Ph.D.	Stetson University, DeLand, Fla. (1955)
	Mott, Robert A., Ed.D.	California State Polytechnic College, San Luis Obispo (1957)

*	Mueller, Clarence E., M.A.	University of Minnesota, Minneapolis (1953)
	Mumford, Arnett W., M.S.	Southern University, Baton Rouge, La. (1959)
	Munroe, Richard A., Ed.D.	University of Oregon, Eugene (1962)
	Murphy, Chester W., Ed.D.	University of California, Berkeley (1961)

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	Napolitano, Dominick J., M.A.	Notre Dame University, South Bend, Ind. (1948)
	Neilson, Herman N., Ed.D.	Hampton Institute, Hampton, Va. (1953)
	Napier, William J., M.S.	La Sierra College, Arlington, Calif. (1958)
	Nelson, Dale O., Ph.D.	Utah State University, Logan (1957)
	Nelson, Richard L., M.A.	Miami University, Oxford, Ohio (1959)
	Nesom, Guy W., Ed.D.	Northwestern State College, Natchitoches, La. (1947)
	Nessley, Carl T., M.Ed.	Ohio University, Athens (1950)
	Nettleton, John D., M.A.	510 Fairfax, Nashville 12, Tenn. (1959)
	Newberg, Sam, D.P.E.	Indiana University, Bloomington (1959)
*	Nixon, John E., Ed.D.	Stanford University, Stanford, Calif. (1949)
	Nolan, Robert L., B.S.	University of Illinois, Chicago (1961)
(1)	Nordly, Carl., Ph.D.	University of California, Berkeley (1935)
	Nowak, Thaddeus S., D.P.E.	St. Benedict's College, Atchinson, Kan. (1956)

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	O'Beck, Victor F., M.A.	New York University, New York (1947)
(1)	Oberteuffer, Delbert, Ph.D.	Ohio State University, Columbus (1935)
	O'Connell, Eugene R., M.S.	University of California, Los Angeles (1959)
*	O'Connor, Burton L., Ed.D.	Illinois State Normal University, Normal (1962)
*	Odenkirk, James E., Ed.D.	University of Dubuque, Dubuque, Iowa (1958)
	Oermann, Karl C. H., Ph.D.	University of Pittsburgh, Pittsburgh, Pa. (1946)
	Olds, Lloyd W., Ph.D.	Eastern Michigan College, Ypsilanti (1931)

	Olesen, Frederik A., Ph.D.	Brooklyn College, Brooklyn, N.Y. (1936)
	Olsen, Albert W., M.A.	San Diego State College, San Diego, Calif. (1958)
	Olsen, Lyle I., M.A.	San Diego State College, San Diego, Calif. (1961)
	Olson, Arne L., Ph.D.	Temple University, Philadelphia, Pa. (1962)
	Olson, Gareth R., Ph.D.	Macalester College, St. Paul, Minn. (1959)
	Oosting, Ray, M.Ed.	Trinity College, Hartford, Conn. (1927)
	Orloske, Arthur J.	Ohio State University, Columbus (1961)
	Osborne, Robert F., M.Ed.	University of British Columbia, Vancouver, B.S., Canada (1948)
	Osell, Clarence R., M.A.	University of Minnesota, Minneapolis (1947)
	Ostrander, Maurice E., M.Ed.	University of Minnesota, Minneapolis (1947)
	Overall, Preston V., M.S.	Tennessee Polytechnic Institute, Cookeville (1947)
*	Owens, Laurence E., P.Ed.	United States Air Force Academy, Colo. (1960)
	Oxendine, Joseph B., Ed.D.	Temple University, Philadelphia, Pa. (1960)

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	Palmer, Chester L., Ed.D.	Alabama College, Montevallo (1953)
	Palmer, Lawrence R., M.Ed.	Tufts University, Medford, Mass. (1948)
	Pangle, Roy V., Ed.D.	George Peabody College, Nashville, Tenn. (1956)
	Pape, Laurence A., Ed.D.	Fresno State College, Fresno, Calif. (1949)
	Parks, Jesse L., Ph.D.	Springfield College, Springfield, Mass. (1962)
	Parry, Nicholas A., D.L.C.	Chester Training College, Chester, England (1959)
	Parry, Tom, B.S.	Wenatchee Valley College, Wenatchee, Wash. (1962)
*	Partin, William C., M.Ed.	Emory University, Atlanta 22, Ga. (1956)
	Partlow, James F., M.Ed.	Oregon Technical Institute, Oretech (1962)
*	Patterson, Norris A., Ed.D.	William Jewell College, Liberty, Mo. (1956)
	Patty, Elbert K., Ph.D.	Middle Tennessee State College, Murfreesboro (1947)

*	Pearson, Donald C., M.S.	Evangel College, Springfield, Mo. (1960)
	Pease, Joseph M., Ed.D.	Chico State College, Chico, Calif. (1953)
	Peck, Robert R., Ed.D.	Bates College, Lewiston, Maine (1957)
	Pendleton, Clarence M., Jr., B.S.	Howard University, Washington, D.C. (1961)
	Petersen, Alexander, Jr., Ed.D.	Southern Oregon College, Ashland (1956)
*	Peterson, Carl A., Ph.D.	University of Pittsburgh, Pittsburgh, Pa. (1960)
*	Peterson, Herbert D., D.P.E.	Northwest Missouri State College, Maryville (1953)
	Phillips, Everett E., Jr., Ph.D.	Chief, Biodynamics, Federal Aviation Agency, P.O. Box 1082, Oklahoma City, Okla. (1959)
	Picard, J. L., M.S.	University of Arizona, Tucson (1958)
	Picariello, Saverio P., M.A.	Long Island University, Brooklyn, N.Y. (1955)
	Pink, Ralph J., M.Ed.	Northeast Missouri State College, Kirksville (1962)
	Piper, Ralph A., Ed.D.	University of Minneosta, Minneapolis (1938)
	Piscopo, John, Ed.D.	Northwestern State College, Natchitoches, La. (1961)
*	Pitchford, Keith, M.S.	Florida State University, Tallahassee (1960)
	Plagenhoef, Stanley, M.S.	Wesleyan University, Middletown, Conn. (1960)
	Pohndorf, R. H., Ph.D.	University of Illinois, Urbana (1955)
	Polansky, David L., M.A.	City College of New York, New York, N.Y. (1953)
	Pollack, Bernard, M.S.	Brooklyn College, Brooklyn, N.Y. (1961)
	Post, Archibald T., M.Ed.	University of Vermont, Burlington (1936)
	Powell, John T., M.S.	University of Illinois, Urbana (1962)
	Price, Hartley D., Ph.D.	Florida State University, Tallahassee (1947)
	Puckett, John R., Ed.D.	Southeastern Louisiana College, Hammond, La. (1962)
	Pyne, Francis F., Ph.D.	East Carolina College, Greencastle, N.C. (1962)

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	Rangazas, Ernest P., D.P.E.	State University of New York, Plattsburg (1957)
	Rarick, G. Lawrence, Ph.D.	University of Wisconsin, Madison (1951)

*	Ray, Harold L., Ph.D.	Western Michigan University, Kalamazoo, Mich. (1957)
*	Readecker, John C., M.S.	Wentworth Military Academy, Lexington, Mo. (1962)
*	Record, Joe N., Ed.D.	Phillips University, Enid, Okla. (1955)
	Reece, Alfred M., M.A.	University of Kentucky, Lexington (1949)
	Reed, Dwight T., M.A.	Lincoln University, Jefferson City, Jo. (1958)
	Reed, James J., M.A.	Princeton University, Princeton, N.J. (1950)
	Reeder, Glen P., Ph.D.	East Carolina College, Greenville, N.C. (1960)
*	Rees, Floyd D., Ph.D.	University of Arizona, Tucson, (1960)
	Reese, Robert W., M.S.	West Chester State College, West Chester, Pa. (1961)
*	Reid, James P., M.A.	University of Kansas City, Kansas City, Mo. (1959)
	Resick, Matthew C., Ph.D.	Kent State University, Kent, Ohio (1948)
	Rhoda, William P., M.A.	University of Oregon, Eugene (1950)
*	Richardson, Deane E., Ed.D.	Denver University, Denver, Colo. (1953)
*	Richey, Burton L., M.S.	Northwest Missouri State College, Maryville (1962)
	Rickert, Lewis J., Ed.D.	University of Minnesota, Duluth (1957)
	Ritchie, Paul C., Ed.D.	University of Missouri, Columbia (1962)
	Rith, Donald G., Jr., A.B.	State Teachers College, Fort Kent, Maine (1961)
	Rivero, Manuel, M.A.	Lincoln University, Lincoln University, Pa. (1948)
	Roberts, John A., Ph.D.	Kansas State College of Pittsburg, Pittsburg, Kan. (1962)
	Robinson, Glenn E., M.A.	South Dakota State College, Brookings (1959)
*	Roby, Fred B., Jr., Ph.D.	University of Arizona, Tucson (1960)
	Rockafeller, Harry J., B.S.	Rutgers University, New Brunswick, N.J. (1932)
	Rogers, Martin H., Ed.D.	State University of New York, Brockport (1945)
	Rolloff, Bruce D., M.Ed.	Lenoir Rhyne College, Hickory, N.C. (1957)
	Romney, Golden, Ph.D.	State College of Washington, Pullman (1958)
	Roning, John O., M.Ed.	University of South Dakota, Vermillion (1961)
	Rosen, Melvin, M.A.	Auburn University, Auburn, Ala. (1962)

Rostas, Steven M., M.Ed.	Amherst College, Amherst, Mass. (1947)
Rowen, Victor, Ed.D.	San Francisco State College, San Francisco, Calif. (1953)
Royce, Joseph, Ph.D.	University of California, Berkeley (1956)
Ruff, Wesley K., Ed.D.	Stanford University, Stanford, Calif. (1958)
Rumsey, Thomas O., M.A.	The Citadel, Charleston, S. C. (1062)
Runquist, Kenneth C., Ed.D.	Trenton State Teachers College, Trenton, N.J. (1955)
Russo, Thomas F., B.S.	University of Illinois, Chicago (1961)
Ryan, Howard R., B.P.E.	McGill University, Montreal, Can. (1950)
Ryan, Robert R., M.S.	University of Arkansas, Fayetteville (1962)

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Saake, Alvin C., Ph.D.	University of Hawaii, Honolulu (1955)
Sabasteanski, Frank F., M.Ed.	Bowdoin College, Brunswick, Me. (1953)
Sage, John N., M.S.	University of California, Los Angles (1962)
Sambolin, Luis F., M.S.	Inter-American University, San German, P.R. (1953)
Sample, Glenn, B.S.	University of Cincinnati, Cincinnati, Ohio (1960)
Sampson, Harry W., B.S.	Dartmouth College, Hanover, N.H. (1961)
Sanfiorenzo, N. Rene, B.A.	University of Puerto Rico, Rio Piedras, P.R. (1957)
Scannell, John A., Ed.D.	University of Notre Dame, South Bend, Ind. (1938)
Schaffer, Harold O., Ed.D.	Adelphi College, Garden City, L.I., N.Y. (1961)
* Schmidt, Harry J., M.A.	Iowa State University, Ames (1962)
* Schnitzer, William J., Ed.D.	University of Cincinnati, Cincinnati, Ohio (1954)
Schramm, Al, M.A.	Loras College, Dubuque, Iowa (1949)
Schutte, William H., M.S.	San Diego State College, San Diego, Calif. (1959)
Schwarberg, William D., Ed.D.	University of Cincinnati, Cincinnati, Ohio (1956)
Scott, Elmer B., Jr., D.P.E.	Memphis State College, Memphis, Tenn. (1956)
Scott, Frank L., Ph.D.	San Diego State College, San Diego, Calif. (1958)

	Scott, Tom, Ed.D.	Davidson College, Davidson, N.C. (1954)
	Seaton, Don C., Ed.D.	University of Kentucky, Lexington (1948)
	See, David A., M.Ed.	State University of New York, Oswego (1949)
	Segrest, Herman B., M.Ed.	Texas A & M College, College Station (1952)
*	Selin, Carl W., Ph.D.	United States Coast Guard Academy, New London, Conn. (1957)
	Seattle, Caskey, Ed.D.	New Mexico Highlands University, Las Vegas (1934)
	Seymour, Emery W., D.P.E.	Springfield College, Springfield, Mass. (1949)
	Sharman, James E., M.A.	Howard College, Birmingham, Ala. (1955)
*(1)	Shaw, John H., Ed.D.	Syracuse University, Syracuse, N.Y. (1940)
	Shay, Clayton T., D.P.E.	Springfield College, Springfield, Mass. (1949)
*	Shea, Edward J., Ph.D.	Southern Illinois University, Carbondale (1947)
	Sheedy, Arthur, M.S.	18 Dunham Street, Ottawa 2, Ontario, Can. (1962)
*	Sheets, Norman L., Ed.D.	Temple University, Philadelphia, Pa. (1956)
	Shelton, Robert E., M.S.	University of Illinois, Urbana (1960)
*	Shenk, Henry A., M.S.	University of Kansas, Lawrence (1947)
	Shepard, George E., Ed.D.	University of North Carolina, Chapel Hill (1938)
	Sherrill, Lynden B.	Louisiana State University, Baton Rouge (1962)
	Shults, Fred, M.A.	Oberlin College, Oberlin, Ohio (1958)
	Sich, John S., M.A.	Manhattan College, New York, N.Y. (1953)
	Siewert, Floyd T., M.A.	West Carolina College, Cullowhee, N.C. (1950)
	Siegerseth, Peter O., Ed.D.	University of Oregon, Eugene (1948)
	Sills, Frank D., Ph.D.	State College, East Stroudsburg, Pa. (1953)
	Simon, John M., M.A.	Newark College of Engineering, Newark, N.J. (1956)
*	Simpson, Chauncy G., M.A.	University of Missouri, Columbia (1962)
*	Simpson, George E., M.S.	University of Kansas City, Kansas City, Mo. (1962)
*	Skehan, John B., M.S.	St. Bonaventure University, St. Bonaventure, N.Y. (1960)

	Skill, Donald W., M.S.	Long Beach City College, Long Beach, Calif. (1960)
	Slaughter, Edward R., B.S.	University of Virginia, Charlottesville (1956)
*(1)	Smith, Ernest B., Ed.D.	University of Georgia, Athens (1947)
	Smith, John A., M.A.	Hofstra College, Hempstead, L.I., N.Y. (1952)
	Smith, Julian L., M.A.	Oberlin College, Oberlin, Ohio (1959)
	Smith, Julian W., Ed.D.	Michigan State University, East Lansing (1956)
*	Smith, Paul O., M.S.	Rockhurst College, Kansas City, Mo. (1962)
	Smith, W. Donald, Ed.D.	University of Alberta, Edmonton, Alberta, Can. (1948)
	Smithells, Philip A., M.A.	University of Otago, Dunedin, New Zeland (1956)
	Snowberger, Campbell, Ph.D.	State College, Slippery Rock, Pa. (1958)
	Snyder, David W., M.Ed.	University of Arizona, Tucson (1962)
*(1)	Snyder, Raymond A., Ed.D.	University of California, Los Angeles (1946)
	Snyder, Veryle E., M.S.	Kansas State University, Manhattan (1962)
*	Sorge, Robert W., d.D.	Southern State Teachers College, Springfield, S.D. (1961)
	Sparks, Lestle J., M.A.	Williamette University, Salem, Ore. (1950)
	Sparks, Raymond E., M.A.	Physical Education Specialist, HQS, USA, DEG, APO 164, New York, N.Y. (1949)
	Spilker, Otto H., P.Ed.	Western Illinois University, Macomb (1962)
	Spitz, George B., Jr., Ed.D.	Queens College, Flushing, N.Y. (1947)
	Sprague, Vernon, Ph.D.	University of Oregon, Eugene (1962)
	Spurgeon, John H., Ph.D.	Ithaca College, Ithaca, New York (1960)
	Stafford, George T., Ed.D.	University of Illinois, Urbana (1939)
	Stagg, Amos A., Jr., M.A.	2113 Magnolia Road, Homewood, Ill. (1941)
	Stagg, Paul, Ph.D.	P.O. Box 7277, Stockton 7, Calif. (1958)
*	Standifer, James W., Ed.D.	Texas Christian University, Ft. Worth (1953)
*	Stankowski, Anton J., M.A.	University of Missouri, Columbia (1941)
	Steen, Barney, Ed.D.	Calvin College, Grand Rapids, Mich. (1953)

	Steinhaus, Arthur H , Ph.D.	George Williams College, Chicago, Ill. (1930)
*	Stelzer, Wilbert W., M.A.	Concordia Senior College, Ft. Wayne, Ind. (1960)
	Stetson, Willis J., M.A.	Swarthmore College, Swarthmore, Pa. (1951)
*	Stewart, Chad L., Ed.D.	Morehead State College, Morehead, Ky. (1962)
	Stewart, William K., B.S.	Palmetto High School, Palmetto, Fla. (1959)
	Stish, Eugene E., Ph.D.	University of Minnesota, Minneapolis (1957)
	Stokes, William M., M.A.	Middle Tennessee State College, Murfreesboro (1960)
	Strait, Reginald R., M.A.	University of Kansas, Lawrence (1962)
	Strimer, Robert M., M.S.	Ohio Wesleyan University, Delaware (1955)
	Struck, Raymond F., D.P.E.	Hanover College, Hanover, Ind. (1949)
	Sturzebecker, Russell L., Ed.D.	West Chester State Teachers College, West Chester, Pa. (1955)
	Svob, Robert S., M.A.	University of Arizona, Tucson (1957)
	Swanson, Robert F., M.Ed.	Newark College of Engineering, Newark, N.J. (1959)
	Swisher, Ivan W., Ed.D.	Santa Monica City College, Santa Monica, Calif. (1958)

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*	Taddonio, Dominick A., M.Ed.	University of Detroit, Detroit, Mich. (1954)
	Terry, William L., Ed.D.	San Diego State College, San Diego, Calif. (1948)
	Tews, Richard W., Ph.D.	Montclair State College, Upper Montclair, N.J. (1958)
	Theunissen, William B., D.P.E.	Central Michigan University, Mt. Pleasant (1956)
	Thomas, Charles F., Ed.D.	334 Keegan Drive, Natchitoches, La. (1962)
	Thomas, Paul, Ph.D.	San Fernando Valley State College, Northridge, Calif. (1955)
	Thomasson, Don B., M.Ed.	Central Methodist College, Fayette, Mo. (1962)
	Thompson, Ronald B., Ph.D.	Evanston Public Schools, Evanston, Ill. (1960)
	Thompson, Ronald G., Ed.D.	Arizona State University, Tempe (1954)
	Thornton, Raymond H., M.A.	University of California, Santa Barbara, Goleta (1958)

*	Tidwell, Billy D., M.S.	Oberlin College, Oberlin, Ohio (1958)
	Tishler, Carl E., M.A.	Texas A & M College, College Station (1948)
	Tillman, Kenneth G., M.S.	Augustana College, Rock Island, Ill. (1962)
	Tomaras, William A., Ed.D.	Western Washington State College, Bellingham, Wash. (1962)
	Townes, Ross E., Ed.D.	North Carolina College, Durham (1950)
*	Tremble, Neal C., M.S.	Southern State College, Magnolia, Ark. (1960)
	Trepp, Joseph P., M.A.	Ohio University, Athens (1956)
	Trevor, Dean S., M.S.E.	Knox College, Galesburg, Illinois (1954)
	Troester, Carl A., Jr., Ed.D.	AAHPER, 1201 16th St., N.W., Washington 6, D.C. (1941)
	Truesdale, John C., Ph.D.	Grinnell College, Grinnell, Iowa (1949)
	Turner, Marshall S., M.A.	Johns Hopkins University, Baltimore, Md. (1947)
	Twitchell, Albert W., M.Ed.	Rutgers University, New Brunswick, N.J. (1953)
	Tyrance, Herman J., Ph.D.	Howard University, Washington, D.C. (1948)

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	Van Bibber, George, Ed.D.	University of Connecticut, Stoors (1938)
	Vandenburgh, William G., Ed.D.	Alameda County State College, Hayward, Calif. (1952)
*	VanderZwaag, Harold J., M.A.	University of Michigan, Ann Arbor (1961)
*	Van Ryswyk, Ronald, Ed.D.	Frostburg State College, Frostburg, Md. (1961)
	Van Vliet, M. L., Ed.D.	University of Alberta, Edmonton, Alberta, Can. (1948)
	Vaughn, Andrew T., Ed.D.	Southern Illinois University, Carbondale (1956)
*	Veller, Don, D.P.E.	Florida State University, Tallahassee (1956)
	Verducci, Frank M., M.S.	1031 Oakland Avenue, Menlo Park, Calif. (1957)
	Vitale, Frank N., M.A.	San Diego State College, San Diego, Calif. (1959)
	Von Mechow, A. Henry, M.S.	State University, Long Island Center, Oyster Bay, N.Y. (1958)

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*	Waglow, Irving F., M.Ed.	University of Florida, Gainesville (1955)

	Wakefield, Markham C., Ed.D.	Indiana University, Bloomington (1948)
	Walden, Henry E., M.S.	Louisiana College, Pineville (1948)
	Walke, Nelson S., Ph.D.	Brooklyn College, Brooklyn, N.Y. (1938)
	Walker, Charles L., Ed.D.	San Jose State College, San Jose 14, Calif. (1951)
	Walker, Leroy T., M.A.	North Carolina College, Durham (1955)
	Wall, William L., M.A.	MacMurray College, Jacksonville, Ill. (1959)
*	Ward, James E., Ed.D.	Central Methodist College, Fayette, Mo. (1962)
	Warner, Albin P., Ph.D.	DePaul University, Chicago, Ill. (1953)
	Warner, Bernard E., Ed.D.	Los Angeles State College, Los Angeles, Calif. (1958)
	Warren, Ned L., Ed.D.	George Peabody College, Nashville, Tenn. (1956)
*	Watson, Jack, Ed.D.	North Texas State College, Denton (1957)
	Way, Howard P., M.Ed.	Allegheny College, Meadville, Pa. (1939)
*	Wear, Carlos L., Ph.D.	University of Nebraska, Lincoln (1953)
*	Wear, Robert E., Ph.D.	University of Toledo, Toledo, Ohio (1959)
	Weber, Max A., M.A.	Hamilton College, Clinton, N.Y. (1930)
*	Webster, Randolf W., Ph.D.	Michigan State University, East Lansing (1941)
	Wegner, Fred A., M.S.	University of Wisconsin, Madison (1962)
*	Weibe, Vernon R., Ph.D.	Tabor College, Hillsboro, Kan. (1962)
*	Welch, F. G., M.S.	Kansas State Teachers College, Emporia (1956)
	Welch, J. Edward, M.Ed.	Emory University, Emory, Ga. (1958)
	Wells, Harold P., Ph.D.	New Mexico Institute of Mining and Technology, Socorro (1962)
*	Wells, Ward M., P.E.D.	University of Minnesota, Duluth (1948)
*	Werner, Alfred C., D.P.E.	United States Military Academy, West Point, N.Y. (1948)
*	Weston, Arthur, Ed.D.	Rice University, Houston, Texas (1952)
	Whelan, Thomas P., Ph.D.	Nebraska State College, Kearney (1962)
	White, Hubart L., M.S.	John Brown University, Siloam Springs, Ark. (1962)

	Widdoes, Carrol C., B.A.	Ohio University, Athens (1956)
	Wikoff, Lester B., B.S.	Wentworth Military Academy, Lexington, Mo. (1962)
	Wilhelm, Billy H., M.Ed.	Clemson College, Clemson, S.C. (1957)
	Wikinson, James J., D.P.E.	Southern Illinois University, Carbondale (1958)
	Williams, Elvin T., M.S.	Springfield Public Schools, Springfield, Ore. (1958)
	Williams, James A., III, M.A.	American University, Washington, D.C. (1958)
	Williams, Oscar W., B.S.	Panhandle A & M College, Goodwell, Okla. (1962)
	Williams, Reuben H., M.A.	College of Education, Cortland, N.Y. (1951)
	Williams, William R., M.Ed.	Emory University, Atlanta, Ga. (1960)
	Willis, Hulon L., M.Ed.	Virginia State College, Petersburg, Va. (1957)
	Winters, Arthur R., M.A.	Lafayette College, Easton, Pa. (1926)
*	Wireman, Billy O., Ed.D.	Florida Presbyterian College, St. Petersburg (1959)
	Wiren, Gary, M.A.	Huron College, Huron, S.D. (1962)
	Woicek, Michael J., M.S.	University of Wisconsin, Madison (1962)
	Wolbers, Charles P., Ph.D.	East Stroudsburg State College, East Stroudsburg, Pa. (1960)
	Wolf, J. Grove, Ph.D.	University of Wisconsin, Madison (1950)
	Woodbury, Harold M., M.A.	University of Maine, Orono (1959)
	Woods, Harvey D., M.A.	Fairleigh Dickinson University, Rutherford, N.J. (1958)
	Wright, Edward J., B.P.E.	University of California, Los Angeles (1958)
	Wright, William H., P.D.	Virginia State College, Norfolk, Va. (1962)

-Y-

	Yard, Rix N., Ed.D.	Denison University, Granville, O. (1954)
	Yessis, Michael, M.A.	Texas Woman's University, Denton (1959)
*	Yinger, Harold L., D.P.E.	Central Missouri State College, Warrensburg (1962)
	Yoder, Jay H., M.A.	Goshen College, Goshen, Indiana (1956)
	Yost, Charles P., Ph.D.	University of West Virginia, Morgantown (1956)

	Young, Carl H., Ed.D.	University of California, Los Angeles (1949)
*	Youngworth, Carl I., M.A.	1204 Pine Street, Yankton, S. D. (1956)
	Yuhasz, Michael S., M.S.	University of Western Ontario, London, Ontario, Can. (1954)

-Z-

*	Zeigler, Earle F., Ph.D.	University of Michigan, Ann Arbor (1950)
*	Zenti, Rico N., Ed.D.	Wayne State University, Detroit, Mich. (1956)
	Ziegenfuss, George, Ed.D.	San Diego State College, San Diego, Calif. (1947)
	Zuaro, Angelo C., M.A.	New York University, New York, N.Y. (1954)
	Zulalian, Ara, M.S.	State University College at Brockport, Brockport, N.Y. (1962)
	Zweidinger, W. E., M.A.	New Jersey State Teachers College, Newark (1951)

GEOGRAPHICAL ROLL OF MEMBERS -- 1962

(Corrected to March 1, 1962)

*Honorary Member

ALABAMA

Anderson, F. V.
Baughman, W. J.
Flowers, H. A.
Fourier, A. E.
Jackson, E. L.
Johnson, R. H.
Jones, J.A.
Lightfoot, F. K.
Palmer, C. L.
Rosen, M.
Sharman, J. E.

ARIZONA

Bryant, F. O.
Clausen, M. R.
Coopwood, W. K.
Harris, W. H.
Lavik, R. H.
Picard, J. L.
Rees, F. D.
Roby, F. B., Jr.
Snyder, D. W.
Svob, R. S.
Thomson, R. G.

ARKANSAS

Baker, B. B.
Beck, E. E.
Boyd, S.
Douthitt, J. E.
Dowell, L. J.
Emery, C. R.
Ganslen, R. V.
Hendricks, T.
Moore, G. C.
Ryan, R. R.
Tremble, N. C.
White, H. L.

CALIFORNIA

*Altman, G. J.
Arce, W. B.
Bachman, J. C.
Beatty, H. J.
Benson, D. W.
Benton, C. W.
Boring, W. J.
Bosco, J. S.
Boycheff, K.
*Brown, H. E.
Bugge, E.
Burke, R. K.
Caldwell, S. F.
Clarke, D. H.
Coleman, C. N.
Cooper, J. M.
Costa, F. T.
Cratty, B. J.
Crowe, W. C.
Davis, E. C.
Dearborn, T. H.
DeLotto, M. J.
DeVries, H. A.
Edwards, D. K.
Egstrom, G. H.
Faria, I. E.
Fessenden, D. A.
Flanagan, L.
Fraleigh, W. P.
Fredericks, J. W.
Gallon, A. J.
Gardner, G. W.
Glass, W. R.
Governali, P.
Gustafson, W. F.
Handy, D. T.
Hanson, W. V.
Harder, T.
Harkness, W. W.
Herrscher, B. R.
Hewitt, J. E.
Hollingsworth, C.
Johnson, E. L.
Johnson, W.
Jones, F. B.
Kasch, F. W.
Keogh, J. F.
Knox, W. S.
Kovacic, C. R.
Lakie, W. L.
Lantange, J. E.
Lasch, H. A.
Lindeburg, F. A.
Logan, G. A.
McPherson, W. J.
Malan, E. W.
*Metcalf, T. N.
Michael, E. D.
Miller, B. W.
Miller, H. G.
Montgomery, J. E.
Moore, K. M.
Mott, R. A.
Murphy, C. W.
Napier, W. J.
Nixon, J. E.
Nordly, C. L.
O'Connell, E. R.
Olsen, A. W.
Olsen, L. I.
Pape, L. A.
Pease, J. M.
Peterson, H. E.
Rowen, V.
Royce, J.
Ruff, W. K.
Sage, J. N.
Schutte, W. H.
Scott, F. L.
*Scott, H. A.
Skill, D. W.
Snyder, R. A.
*Stagg, A. A.
Stagg, P.
Swisher, I. W.
Terry, W. L.
Thomas, P.
*Toomey, I. F.

CALIFORNIA (con't)

Thornton, R. H.
Vanderburgh, W. G.
Verducci, F. M.
Vitale, F. N.
Walker, C. L.
Warner, B. E.
*Williams, J. F.
Wright, E. J. A.
Young, C. H.
Ziegenfuss, G.

COLORADO

Bartelma, D. C.
Benich, T. R.
Bierhaus, F. W.
*Clapp, R. G.
Cyphers, V. A.
Davies, J. E.
Genasci, J. E.
Mastropaolo, J.
Owens, L. E.
Richardson, D. E.

CONNECTICUT

Baley, J. A.
Barrow, L. M.
Blesh, T. E.
*Brownell, C. L.
Daniels, N. J.
Fait, H.
Field, D. A.
Jones, L. M.
*Kiphuth, R. J. H.
Leibrock, P. J.
McCurdy, H. G.
Martin, J. F.
Oosting, R.
Plagenhoef, S.
Selin, C. W.
Van Bibber, G.

DISTRICT OF COLUMBIA

Anderson, G. F.
Anderson, J. M.
Creswell, W. H., Jr.
Evaul, T. W.
Krupa, J. H.
McGlothin, W. C.
McNeely, S. A.
Merrick, R. D.
Pendleton, C. M., Jr.
Troester, C. A., Jr.
Tyrance, H. J.
Williams, J. A., III

FLORIDA

Cherry, H. S.
*Livingston, W. J.
Miller, K. D.
Morland, R. B.
Pitchford, K.
Price, H. D.
Stewart, W. K.
Veller, D.
Waglow, I. F.
Wireman, B. O.

GEORGIA

Bowen, R. T., Jr.
Bowers, F. R.
Cooper, G. F., Jr.
Dickey, G. M.
Hopson, R. W.
McDonough, T. E.
Mazzone, J. S.
Meyer, C. B.
Partin, W. C.
Smith, E. B.
Welch, J. E.
Williams, W. R.

HAWAII

Asato, J. K.
Gustuson, D. I.
Saake, A. C.

ILLINOIS

Bank, T. P.
Baptista, R. C.
Beck, R. J.
Berrafato, P. R.
Brissman, L. C.
Chrouser, H. C.
Cureton, T. K.
Fenstemacher, W. R.
Festa, A.
Florio, A. E.
Fordham, s. l.
Gedvilas, L. L.
Gregg, W. H.
Groves, W. H.
Hanson, R.
Hein, F. V.
Hill, E. L.
Hodapp, J. B.
Hubbard, A. W.
Jackson, C. O.
Jones, J. O.
Kenney, H. E.
Knapp, C. G.
Knowlton, R. G.
Kreidler, R. D.
Kristufek, C. J.
McAdam, R. E.
McCristal, K. J.
Martin, G. A.
Masley, J. W.
Moore, A. C.
Nolan, R. L.
O'Connor, B. L.
Pohndorf, R. H.
Powell, J. T.
Russo, T. I.
Shea, E. J.
Shelton, R. E.
Spilker, O. H.
Stafford, G. T.
Stagg, A. A., Jr.
*Staley, S. C.
Steinhaus, A. H.
Thompson, R. B.
Trevor, D. S.
Tillman, K. G.
Vaughan, A. T.
Wall, W. L.
Warner, A. P.
Wilkinson, J. J.

INDIANA

Antonacci, R. J.

INDIANA (con't)

Bauer, E. G.
Bookwalter, K. W.
Brigham, R. J.
Brightwell, D. S.
Bruce, B. F., Jr.
Cousins, G. F.
Cowell, C. C.
Daniels, A. S.
Daugherty, J. B.
Erdmann, C. P.
Fallon, T. L.
Gingerrich, R. L.
Haas, R. R.
Hall, S. H.
Haniford, G. W., Jr.
Harvey, R. R.
Jennett, C. W.
Korsgaard, R.
Loveless, J. C.
McCall, R. A.
Macholtz, J. D.
Napolitano, D. J.
Newberg, S.
*Patty, W. W.
Scannell, J. A.
Stelzer, W. W.
Struck, R. F.
Wakefield, M. C.
Yoder, J. H.

IOWA

Alley, L. E.
Asprey, G. M.
Casady, D. R.
Clark, J. R.
Dickinson, R. E.
Hoff, R. D.
Odenkirk, J. E.
Schmidt, H. J.
Schramm, A.
Truesdale, J. C.

KANSAS

Belisle, J.
Browning, W. E.
Elbel, E. R.
Evans, T. M.
Green, E. E.
Henry, D. W.
Kerr, W. R.
Kroll, W.
Mikols, W. J.
Nowak, T. S.
Roberts, J. A.
Shenk, H. A.
Snyder, V. E.
Strait, R. R.
Weibe, V. R.
Welch, F. G.

KENTUCKY

Hackensmith, C. W.
Heldman, J., Jr.
Herrold, Z. C.
Jokl, E.
Karsner, M. G.
Mendelsohn, e. j.
Reece, A. M.
Seaton, D. C.
Stewart, C. L.

LOUISIANA

Alost, R. A.
Bankhead, W. H., Jr.
Bergeron, P. C., Jr.
Bradley, W. B.
Kistler, J. W.
Knight, H.
Leis, H.
McLane, L. P.
Mumford, A. W.
Nesom, G. W.
Piscopo, J.
Puckett, J. R.
Sherrill, L. B.
Thomas, C. F.
Walden, H. E.

MAINE

Costello, R. A.
Loebs, G. F.
Lux, L. H.
Peck, R. R.
Rith, D. G., Jr.
Sabasteanski, F. F.
*Wallace, S. M.
Woodbury, H. M.

MARYLAND

Cochrane, C. R. P. Jr.
Cordts, H. J.
Eyler, M. H.
Fraley, L. M.
Humphrey, J. H.
Husman, B. F.
Massey, B. H.
Minnegan, D.
Turner, M. S.
Van Ryswyk, R.

MASSACHUSETTS

Bischoff, D. D.
*Bullock, J. E.
Butova, H. A.
Chaffee, C. C.
Costello, J. J.
Crocker, E. A.
Dunbar, H. F., Jr.
Fox, J. W.
Frost, R. B.
Gallagher, H. W.
Granger, R. Z.
*Harmon, J. M.
Lumley, A. E.
*Marsh, A. W.
Palmer, L. R.
Parks, J. E.
Rostas, S. M.
Seymour, E. W.
Shay, C. T.
*Swain, L. E.

MICHIGAN

Anderson, E. W.
Arbaugh, G.
Bennett, N.
Bovard, A. J.
Dales, G. G.

MICHIGAN (con't)

Dornbos, S. J.
Epskamp, R.
Ertell, N. H.
Faulkner, J. A.
Finch, R. W.
Friedrich, J. A.
Gary, M. J.
Gillis, R. J.
Grambeau, R. J.
Havel, R. C.
Helms, W. G.
Hoy, J. T.
Hunsicker, P. A.
Isaac, E. R.
Kozar, A. J.
Lehsten, N.
Leibee, H. C.
McBride, F. A.
*Mitchell, E. D.
Olds, L. W.
Ray, H. L.
Smith, J. W.
*Sprankle, D. R.
Steen, B.
Taddonio, D. A.
Theunissen, W. V.
VanderZwaag, H. J.
Webster, R. W.
*Young, R. H.
Zeigler, E. F.
Zenti, R. N.

MINNESOTA

Anderson, E. W.
Campbell, R. L.
Christenson, I. A.
Donnelly, R. J.
Heusner, W. W., Jr.
Hollingsworth, L. E.
*Keller, L. F.
Kulbitski, J. A.
Lewis, D. R.
Montebellow, R. A.
Moore, R. B.
Mueller, C. E.
Olson, G. R.
Osell, C. R.
Ostrander, M. E.
Piper, R. A.
Rickert, L. J.
Rolloff, B. D.
Stish, E. E.
Wells, W. M.

MISSISSIPPI

McMurray, J. G.

MISSOURI

Bunker, H.
Burrus, H. C., Jr.
Dodge, R. T.
Eberhardt, W. C.
Franz, E. P.
Gerdes, G. R.
Gregory, J. R.
Herman, G. W.
Keller, J. O.
Lawnick, N. S.
Patterson, N. A.
Pearson, D. C.
Peterson, H. D.
Pink, R. J.
Readecker, J. C.
Reed, D. T.
Reid, J. P.
Richey, B. L.
Ritchie, P. C.
Simpson, C. G.
Simpson, G. E.
Smith, P. O.
Stankowski, A. J.
Thomasson, D. B.
Ward, J. E.
Wikoff, L.
Yinger, H. L.

NEBRASKA

Copeland, L. C.
Geir, J. G.
Good, H. C.
Gorman, R. D.
Higginbotham, E.
Klaas, R. L.
Langdon, D. E.
Merriman, J. B.
Miller, C. E.
Wear, C. L.
Whelan, T. P.

NEW HAMPSHIRE

*Evans, H. M.
*Locke, E. A.
Sampson, H. W.

NEW JERSEY

Coder, A. C.
Cogan, M.
Conroy, J. J.
Dioguardi, W. P.
Hausser, P. C.
Leach, G. C.
Misar, F. J.
Reed, J. J.
Rockafeller, H. J.
Runquist, K. C.
Simon, J. M.
Swanson, R. F.
Tews, R. W.
Twitchell, A. W.
Woods, H. D.
Zweidinger, W. E.

NEW MEXICO

Dickson, J. F.
Langston, D. F.
Moll, C. S.
Settle, C.
Wells, H. P.

NEW YORK

Abraham, J. N.
Adams, L. C.
Alexander, L. A.
Allen, R. L.
Appleton, L. O.
Begelman, J. D.
Begenau, D.
Bucher, C. A.

NEW YORK (con't)

*Campbell, W.
Davis, W. D.
Decker, B. E.
Dolat, B. W.
Doscher, N.
Elkow, J. D.
Feld, A. A.
Foglia, G. F.
Fusco, R. A.
Grover, G. H.
Haase, D. L.
*Hansen, C.
Howard, G. W.
Ilowit, R.
Irace, S. C.
*Kirkpatrick, T. B.
Kobes, F. J., Jr.
Krakower, H.
Kumpf, H. W.
LaGrand, L. E.
Lawrence, K. J.
Mackenzie, M. M.
Madden, J. E.
Meyers, C. R.
Moffett, D. C.
Morgan, C. W.
*Nash, J. B.
O'Beck
Olsen, F. A.
Picariello, S. P.
Polansky, D. L.
Pollack, B.
*Prettyman, A. I.
Rangazas, E. P.
Rogers, M. A.
Schaffer, H. O.
See, D. A.
Shaw, J. H.
Sich, J. S.
Skehan, J. B.
Smith, J. A.
Sparks, R. E.
Spitz, G. B., Jr.
Spurgeon, J. H.
Von Mechow, A. H.
Walke, N. S.
Weber, M. A.
Werner, A. C.
Williams, R. H.
Zuaro, A. C.
Zulalian, A.

NORTH CAROLINA

Allen, E. M., Jr.
Barrow, H. M.
Blackburn, R. R.
Blyth, C. S.
Cornwell, O. K.
Derr, P. H.
Dodson, N. T.
*Fetzer, R. A.
Jamerson, R. E.
Martinez, R. H.
Pyne, F. F.
Reeder, G. P.
Scott, T.
Shepard, G. E.
Siewert, F. T.
Townes, R. E.
Walker, L. T.

NORTH DAKOTA

Koenig, W. C.
Marti, L. R.

OHIO

Ashbrook, W. P.
Ballenger, F.
Bennett, B. L.
Bibler, R. E.
Bishop, R. M.
Bos, R. R.
Butler, L. K.
Cooper, S. M.
Erickson, C. E.
Ersing, W. F.
Fischer, J. A., Jr.
Fort, R.
Gadra, D. H.
*Gauthier, G. E.
Gobin, R. J.
Gordin, R. D.
Gordon, J. A.
Grice, J. W.
Hartman, P. E.
Hess, L. A.
Hixon, C. G.
Hoover, W. R.
Keefe, R. J.
Koval, M.
Landis, P. E.
Leighton, A. H.
Long, J. W.
McCullough, E. D.
Mackey, R. T.
Mason, J. G.
Matthews, D. O.
Maurer, H. E.
Moore, V. M.
Nelson, r. l.
Nessley, C. T.
*Nicholas, J. H.
Oberteuffer, D.
Orloske, A. J.
Resick, M. C.
*Rider, G. L.
Sample, G.
Schnitzer, W. J.
Schwarberg, W. D.
Shults, F.
Smith, J. L.
Strimer, R. M.
Tidwell, B. D.
Trepp, J. P.
Wear, R. E.
Widdoes, C. C.
Yard, R. N.

OKLAHOMA

Eich, W. F.
Harrison, A. B.
Keen, P. V.
Kevin, J. J.
Phillips, E. E., Jr.
Record, J. N.
Williams, O. W.

OREGON

Allen, N.
Ballou, R. B., Jr.
Brumbach, W. B.
Clarke, H. H.
Esslinger, A. A.
Koski, W. A.
Langton, C. V. N.
Livingston, R. C.
Munroe, R. A.
Partlow, J. F.
Peterson, A., Jr.

OREGON (con't)

*Raabe, H. W.
Rhoda, W. P.
Sigerseth, P. O.
Sparks, L. J.
Sprague, V.
Williams, E. T.

PENNSYLVANIA

Barr, J. S.
*Bilheimer, C. E.
Conger, R. M.
Corbin, H. D.
Cottrell, E. B.
DeNike, H. R.
Fogg, S. P.
Gardner, R. N.
Glascott, J. A.
Gross, E. A.
Hansell, G. A.
Jack, H. K.
Klima, R. A.
Lawther, J. D.
Luce, R. H.
*Luehring, F. W.
Oermann, K. C. H.
Olson, A. L.
*Olson, C.
Oxendine, J. B.
Peterson, C. A.
Reese, R. W.
Rivero, M.
Sheets, N. L.
Sills, F. D.
Snowberger, C.
Stetson, W. J.
Sturzebecker, R. L.
Way, H. P.
Winters, A. R.
Wolbers, C. P.

RHODE ISLAND

Haslinger, L. W.
Heffernan, J. M.

SOUTH CAROLINA

Dellastatious, J. W.
Feigl, F. L.
Rumsey, T. O.
Wilhelm, B. H.

SOUTH DAKOTA

Bundgaard, A. C.
Emmerich, J. C.
Ginn, R. A.
Hanson, D. D.
Marshall, S. J.
Robinson, G. E.
Roning, J. O.
Sorge, R. W.
Wiren, G.
Youngworth, C. I.

TENNESSEE

Brady, G. F.
Capen, E. K.
Davis, O. J., Jr.
Hollingsworth, D. L.
Nettleton, J. D.
Overall, P. V.
Pangle, R. V.
Patty, E. K.
Scott, E. B., Jr.
Stokes, W. M.
Warren, N. L.

TEXAS

*Alderson, C. J.
Andrews, P. M.
Bralow, T. E.
Barr, A. R.
Billings, E. S.
Brace, D. K.
Brinley, E. D.
Brown, H. S.
Cearley, J. E.
DeFoor, I. T.
Flory, C. M.
Hermance, G. L.
Hester, R. G.
Kireilis, R. W.
Landiss, C. W.
LeBar, J. A.
McCraw, L. W.
Messersmith, L. L.
Segrest, H. B.
Standifer, J. W.
Tishler, C. E.
Watson, J.
Weston, A.
*Whitaker, B. M.
Yessis, M.

UTAH

Hart, C. J.
Hartvigsen, M. F.
Hunsaker, H. B.
McClellan, L. H.
Nelson, D. O.

VERMONT

Christensen, C.
Post, A. T.

VIRGINIA

Bell, J.
Dyck, P. B.
Geiser, D. S.
Heidloff, R. C.
Lord, N. F.
Ludwig, L. T.
Neilson, H. N.
Slaughter, E. R.
Willis, H. L.
Wright, W. H.

WASHINGTON

Cutler, R. K.
Cutter, A. R., Jr.
Dauer, V. P.
Galligan, G. E.
*House, H. H.
Parry, T.
Romney, G.
Tomaras, W. A.

WEST VIRGINIA

Baxter, C. K.
Bowers, R. T.

WEST VIRGINIA (con't)

Duncan, R. O.
Fox, J. D.
Holter, F. J.
Yost, C. P.

WISCONSIN

Damron, C. F.
Hovland, A. J.
Larson, L. A.
Mansfield, A. W.
*Masley, A. L.
Rarick, G. L.
Wegner, F. A.
Woicek, M. J.
Wolf, J. G.

CANADA

Andrew, G. M.
Cameron, P. J.
Galasso, P. J.
Griffiths, M. G.
Hayes, D.
Insleay, A. D.
Kennedy, F. W.
Landry, F.
McCutcheon, J. E.
McLeod, W. J.
Mitchell, W. F.
Osborne, R. F.
Ryan, H. R.
Sheedy, A.
Smith, W. D.
Van Vliet, M. L.
Yuhasz, M. S.

NEW ZEALAND

Smithells, P. A.

PUERTO RICO

Furman, D. C.
Mangual, R. A.
Sambolin, L. F.
San Fiorenzo, N. R.

NIGERIA

Akioye, I. A.

ENGLAND

Campbell, W. R.
Parry, N. A.

Constitution

COLLEGE PHYSICAL EDUCATION ASSOCIATION

ARTICLE I - NAME

Section 1 - The organization shall be known as the COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN.

ARTICLE II - OBJECTIVES

Section 1 - Objectives of the ASSOCIATION relate to the advancement of physical education in institutions of higher learning, including: the basic instructional program; intercollegiate athletics; intramural athletics; teacher education; and such other activities as may be assigned to a given college department. More specifically, the objectives are:

a. To improve the contributions of physical education and, where appropriate, the related fields of health education and recreation, to higher education.

b. To identify and define the major issues and problems confronting the profession, particularly those of higher education, and resolve them to the best possible ends.

c. To gather, analyze, interpret, and organize the research needed to resolve the major issues and problems facing the profession of physical education, especially those which are concerned with higher education.

d. To develop interdisciplinary relationships with kindred fields of knowledge for the light they may shed on the nature and values of physical education (e.g., anthropology, psychology, sociology, sports medicine, etc.).

e. To improve public relations through increasing public understanding of the nature and purposes of physical education in American and world life.

ARTICLE III - MEMBERSHIP

Section 1 - The ASSOCIATION shall consist of members as hereinafter provided.

ARTICLE IV - GOVERNMENT

Section 1 - The government of the ASSOCIATION shall be vested in an Executive Council, officers, committees, and members as hereinafter provided.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western College Mens' Physical Education Society consisting of certain physical educators in the eleven western states shall be known as the Western Division of the College Physical Education Association.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure as hereinafter provided.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION shall conduct annual and special meetings as hereinafter provided.

ARTICLE VIII - AMENDMENTS

Section 1 - This Constitution may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of three-fourths (3/4) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as hereinafter provided.

BY-LAWS

ARTICLE I - MEMBERSHIP AND DUES

Section 1 - There shall be two (2) types of membership; active members and honorary life members. All members shall have equal voting privileges. Active members, only, shall pay dues -- as provided in Sections 2, 3, and 4 below.

Section 2 - Active members are men actively engaged in teaching or administering one or more components of college physical education, men with teaching experience pursuing graduate study, or men engaged or interested in allied fields.

a. The Membership Committee, as provided in Article IX, Section 4 shall review the qualifications of all applicants for active membership and report its findings to the Secretary-Treasurer. A satisfactory report by the Membership Committee shall empower the Secretary-Treasurer to carry the person on the membership roster, so long as he remains in good standing as provided in the following section.

Section 3 - Active membership dues shall be five dollars ($5.00) per fiscal year -- as provided in Article XI, Section 5 -- payable to the Secretary-Treasurer upon official notification by him. Members delinquent in their annual dues for a period of one (1) year shall be dropped from the rolls; reinstatement consists of paying the annual current dues.

Section 4 - Honorary Life membership may be conferred upon Active members or former Active members by a two-thirds (2/3) affirmative vote at a regular business meeting. Honorary life members shall enjoy all the rights and privileges of active members except the payment of dues.

ARTICLE II - EXECUTIVE COUNCIL

Section 1 - The Executive Council shall consist of the President, President-Elect, the immediate Past President, the Secretary-Treasurer, one (1) Member-at-Large, and all elected Section Chairmen as provided in Articles III, IV, and VI below. All members of the Executive Council shall have equal voting powers.

Section 2 - The Executive Council shall manage the general affairs of the ASSOCIATION, except as hereinafter specified. These general affairs shall consist of: (a) fulfilling directives given to it by the membership at the annual business meeting, or by mail vote; (b) presenting matters of policy to the membership at the annual business meeting, or by mail vote, for adoption or ratification; (c) acting for the ASSOCIATION between annual meetings; and (d) maintaining an active professional program through the year.

ARTICLE III - OFFICERS AND DUTIES

Section 1 - Officers of the ASSOCIATION shall consist of the President, President-Elect, and Secretary-Treasurer.

Section 2 - The President shall preside at all ASSOCIATION and Executive Council meetings, and appoint all committees as prescribed in Article IX. He shall call and make appropriate arrangements for the place and conduct of all meetings of the ASSOCIATION and Executive Council as provided in Article VII. He shall supervise the program planning for all ASSOCIATION meetings as provided in Section 3 below. He shall provide for an annual audit of the Secretary-Treasurer's accounts as provided in Section 4 below. He shall serve as an ex-officio member of all committees as provided in Article IX. He shall be authorized to sign checks in the absence of Secretary-Treasurer.

Section 3 - The President-Elect shall, during the absence of the President, perform all duties of the President and, if the office of the President becomes vacant, the President-Elect shall succeed to the presidency for the unexpired term. The President-Elect shall succeed to the presidency at the normal expiration of the President's term of office as provided in Article IV. The President-Elect shall plan the ASSOCIATION program for its regular annual meeting, under the supervision of the President as stipulated in Section 2 above.

Section 4 - The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the Proceedings of the annual meeting and other publications, in accordance with Article X, collect dues, pay ASSOCIATION bills on approval by the President, assume general charge of all monies belonging to the ASSOCIATION, render a financial account to members at the annual business meeting, and conduct mail voting procedures as authorized by the President. The Secretary-Treasurer shall be bonded by the ASSOCIATION to the sum of five thousand dollars ($5,000.00) per annum. He shall receive the sum of three hundred dollars ($300.00) per year for clerical and other services, if funds permit as determined by the Executive Council.

ARTICLE IV - ELECTION OF OFFICERS AND THE COUNCIL MEMBER-AT-LARGE

Section 1 - Officers and the Council Member-at-Large shall be elected by the membership at the annual business meeting. A Nominating Committee, consisting of three members, shall be appointed by the President at least three (3) months preceding the annual business meeting at which officers and the Council Member-at-Large are to be elected. The Nominating Committee shall prepare a slate of at least three (3) names for the office of President-Elect and Council Member-at-Large. If the Nominating Committee desires it may submit only the name of the incumbent Secretary-Treasurer for re-election. Additional nominations may be made from the floor at the annual business meeting. A majority vote, with a quorum present, shall be required for election: if no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 2 - Officers and the Council Member-at-Large shall be elected for one (1) year, extending from the close of the annual meeting at which they are elected to the close of the next annual meeting at which their successors are elected. If, for some unusual reason a quorum be not present at the election of officers -- as provided in Article VIII, Section 1 -- the incumbent officer and Council Member-at-Large shall remain in their respective positions for the ensuing year.

Section 3 - The President, President-Elect, and Council Member-at-Large shall not immediately succeed themselves in the same office, except as specified in Section 2 above. The Secretary-Treasurer may be re-elected from year to year at the pleasure of the membership.

Section 4 - Vacancies, except as provided in Article III, Section 3, shall be filled by the Executive Council pending the regular election.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western Division will be represented on the Executive Council only as its members might be elected to it (Executive Council) in the regular course of events as College Physical Education Association members.

Section 2 - The Western Division shall have one session at the College Physical Education Association meeting whenever it is held in any of the eleven western states, in place of their regular annual meeting, and the president of the Western Division shall be responsible to the president-elect of the College Physical Education Association for this program just as any section chairman is responsible to him for his program.

Section 3 - The purposes of the Western Division shall be consistent with the purposes of the College Physical Education Association as stipulated in Article II of its constitution.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish within its organizational structure to promote the activities of professional interest groups. Examples are: basic instructional programs; intramural athletics; teacher education; intercollegiate athletics; research; history of sport; and others.

Section 2 - The membership may authorize the establishment of any given section at a regular business meeting by a majority vote upon written application by twenty-five (25) current members stating the purpose and function of the proposed section and upon recommendation by the Executive Council -- provided a quorum takes action as prescribed in Article VIII.

Section 3 - Each section shall elect its own officers consisting of a Chairman, Chairman Elect, and Secretary at the annual section meeting. A Nominating Committee consisting of three (3) section members shall be appointed by the Chairman at least three months preceding the annual section meeting at which the section officers will be elected. The Nominating Committee shall prepare a slate of two (2) names for each office. Additional nominations may be made from the floor. A majority vote shall be required for election. If there are more than two (2) candidates and no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 4 - Section officers shall be elected for one year, extending from the close of the meeting at which they were elected to the close of the next annual meeting at which their successors are elected. Section officers shall not immediately succeed themselves in the same office.

Section 5 - The Chairman shall preside at all section meetings which shall be open to the entire ASSOCIATION membership. He shall supervise the program planning for all section meetings held during the annual meetings of the ASSOCIATION. He shall also be responsible for pursuing professional activities throughout the year which are pertinent to the interests of the section. He shall be responsible for the conduct of section activities in a manner consistent with the intent and stated provision of the ASSOCIATION'S Constitution and By-Laws. By virtue of his office as Section Chairman, he shall serve as a member of the Executive Council of the ASSOCIATION.

Section 6 - The Chairman-Elect, during the absence of the Chairman, shall perform all the duties of the Chairman, and, if the office of the Chairman becomes vacant, the Chairman-Elect shall succeed to the chairmanship for the unexpired term. The Chairman-Elect shall succeed to the Chairmanship at the normal expiration of the Chairman's term of office. The Chairman-Elect shall plan the section program for its regular annual meetings under the supervision of the Chairman as stipulated in Section 5 above.

Section 7 - The Secretary shall keep minutes of all business transactions at section meetings. These minutes shall be passed along to each succeeding Secretary, in order that the continuity of section activity may be maintained. He shall be responsible for forwarding all papers and reports given at section meetings to the Secretary-Treasurer of the ASSOCIATION for consideration for publication in the PROCEEDINGS.

Section 8 - The ASSOCIATION may abolish a given section at a regular business meeting by a two-thirds (2/3) majority vote provided a quorum takes action as prescribed in Article VIII.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION and its Executive Council shall each hold at least one annual meeting at the time and place designated by the Executive Council.

Section 2 - Special meetings of the ASSOCIATION and/or the Executive Council may be called by the President upon authorization by the Executive Council.

ARTICLE VIII - QUORUM

Section 1 - A quorum to conduct ASSOCIATION business at its regular annual meeting, or by mail vote, shall consist of not less than fifteen per cent (15%) of the current membership. No mail vote shall be valid after thirty (30) days from the date upon which the question was mailed by the Secretary-Treasurer to the members for action.

Section 2 - A quorum of the Executive Council shall consist of at least three-fifths (3/5) of the members, including the President, or the President-Elect duly authorized by the President to act for him.

ARTICLE IX - COMMITTEES

Section 1 - Committees shall be designated as President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

Section 2 - President's Committee shall be appointed by the President and expire with his term of office.

Section 3 - Continuing Committees shall be authorized by the membership at regular business meeting, or by mail vote. Continuing Committee members shall be appointed by the President and approved by the Executive Council. A continuing Committee is one whose assignment extends beyond the term of office for which the President is elected, but which deals with a specific project or problem of terminal nature. Such committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail vote.

Section 4 - Standing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Standing Committee members shall be appointed by the President and approved by the Executive Council. A Standing Committee is one assigned a given task which, of necessity, extends indefinitely. Such committees shall follow the policy of rotating membership and number of members as determined by the Executive Council, with no person appointed for a period to exceed three (3) consecutive years. Standing Committees presently authorized by the ASSOCIATION are: Constitution; Finance; Foreign Relations; Historical Records; Membership; Necrology; Resolution; Nominations; Convention Program; Policies; and Public Relations.

Section 5 - Joint Committees shall be authorized by the Executive Council and appointed by the President. A Joint Committee is one that deals with a specific project or problem in cooperative relationships with one or more other associations or organizations.

Section 6 - Each Continuing Committee and Standing Committee shall prepare an operating code which is to be approved by the Executive Council.

Section 7 - All committees shall report at each annual meeting as determined by the Executive Council.

ARTICLE X - PUBLICATIONS

Section 1 - The official publication of the ASSOCIATION is the Proceedings which contains a record of activities carried on throughout the year, culminating in the annual meeting.

Section 2 - The Secretary-Treasurer shall be responsible for editing and publishing the Proceedings as soon as possible after each annual meeting, and for the distribution of free copies to all members in good standing.

Section 3 - The Secretary-Treasurer shall arrange for the publication and distribution of such other materials as the Executive Council may direct.

ARTICLE XI - FINANCE

Section 1 - Monies obtained by the ASSOCIATION shall be allocated to the: (a) operating budget; or (b) permanent fund.

Section 2 - The operating budget shall contain those funds deemed necessary by the Executive Council to carry on the work of the ASSOCIATION throughout the fiscal year, including the annual meeting.

Section 3 - The permanent fund represents those monies that accumulate from time to time in excess of the operating budget. The Secretary-Treasurer shall invest these sums upon recommendation by the Finance Committee (as defined in the following Section) and as approved by the Executive Council. The Executive Council may authorize the withdrawal of funds from the Reserve Account for use as the Executive Council sees fit.

Section 4 - A standing committee, known as the Finance Committee and conducting its affairs under the direction of the Executive Council, shall: (a) prepare annually the operating budget; and (b) make recommendations to the Executive Council on the investment of surplus funds.

Section 5 - The fiscal year shall extend from December 1, to November 30.

Section 6 - In the event of dissolution of the CPEA, all funds will be distributed equally among all active members.

ARTICLE XII - RULES OF ORDER

Section 1 - Except as otherwise specified in this Constitution and By-Laws, Robert's Rules of Order shall govern all parliamentary procedure of the ASSOCIATION.

Section 2 - The President shall appoint a qualified parliamentarian to serve at all official meetings of the ASSOCIATION and Executive Council.

ARTICLE XIII - AMENDMENTS

Section 1 - These By-Laws may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of two-thirds (2/3) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment: no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as provided in Article VIII.

MEMBERSHIP INFORMATION

1. Membership dues ($5.00) are payable to the College Physical Education Association (not the Secretary-Treasurer). Send payments to M. M. Mackenzie, Teachers College, Columbia University, New York 27, New York.

2. College and university drafts, covering payment for an individual's membership, should clearly indicate the name of the person for whom dues payment should be credited.

3. Dues entitle persons to voting privileges in the Association and to a copy of the Proceedings, published in the spring of each year.

COLLEGE PHYSICAL EDUCATION ASSOCIATION

1952 -- 55th Annual Proceedings----------$2.00

1953 -- 56th Annual Proceedings-------out of print

1954 -- 57th Annual Proceedings----------$2.00

1955 -- 58th Annual Proceedings-------out of print

1956 -- 59th Annual Proceedings-------out of print

1957 -- 60th Annual Proceedings-------out of print

1958 -- 61st Annual Proceedings-------out of print

1959 -- 62nd Annual Proceedings----------$2.00

1960 -- 63rd Annual Proceedings----------$2.00

1961 -- 64th Annual Proceedings----------$2.00

1962 -- 65th Annual Proceedings----------$3.00

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